DOCUMENT RESUME

ED 445 843 RC 022 518

AUTHOR Peters, Brian; Hudson, Pamela Forsyth; Kehoe, Karly
TITLE The New Learning Guide: Education Opportunities, Alternatives and Enhancements for Maritime Communities.
INSTITUTION Margaree Education Coalition, Margaree Forks (Nova Scotia).
ISBN ISBN-0-9686606-0-6
PUB DATE 2000-01-00
NOTE 149p.; Funding provided by the Donner Canadian Foundation.
AVAILABLE FROM Margaree Education Coalition, P.O. Box 623, Margaree Forks, Nova Scotia, Canada BOE 2AO (free). Full text at Web site: http://www.newlearning.ns.ca/pdf.htm.
PUB TYPE Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Community Development; *Community Schools; Consolidated Schools; *Educational Change; Elementary Secondary Education; Foreign Countries; Lifelong Learning; *Nontraditional Education; Resource Materials; *Rural Schools; *School Community Relationship
IDENTIFIERS *Canada (Maritime Provinces); *Reform Strategies

ABSTRACT

The Margaree Education Coalition and the New Learning Project were formed as a result of a Nova Scotia (Canada) community's fight to keep its local school open in the face of government plans to consolidate schools. It is their belief that stability in public education is accomplished through the accommodation of diverse, community-specific solutions, and that individual communities are best equipped to determine the most relevant educational opportunities for their students. This guide is a catalog of basic information useful to individuals, communities, and governments wishing to improve education. The first chapter defines "new learning" and discusses community and education, the origins of the New Learning Project, and its objectives and format. Chapter 2 outlines the opportunities for enhancement to education that are currently available within the public school systems of the Maritime Provinces of Canada. The third chapter describes alternatives to public schools, including private schools, charter schools, and home schooling. The fourth chapter discusses ways to build communities and strategies for effective action for change. Chapter 5 presents a proposal for a community operated public school. Three appendices present a comprehensive resource list concerning education enhancement groups, public education, literacy support, charter schools, private schools, and home schooling; public education structures in the Maritime Provinces; and an annotated bibliography with 39 references. (TD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 445 843

THE NEW LEARNING GUIDE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Stewart Gillis
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Education Opportunities, Alternatives and Enhancements for Maritime Communities

Margaree Education Coalition

January 2000

RC 022518

BEST COPY AVAILABLE

THE NEW LEARNING GUIDE

Education Opportunities Alternatives and Enhancements for Maritime Communities

Margaree Education Coalition
January 2000

Funding for the New Learning Guide was kindly provided by the Donner Canadian Foundation.

Special thanks to the Margaree Community for its support in developing the concept of New Learning and for its financial contribution that enabled the project to begin.

Also, thanks to the New Brunswick, Nova Scotia, and Prince Edward Island Departments of Education and existing School Boards for their help and direction during research; and to Maritime private (independent) schools for providing up to date information. Thanks to all outside readers for reviewing material and offering their valuable insights, to Polly Davis for careful editing, and to the Board of Directors for their continued support for the project.

Project Design and Coordination by
Brian Peters

Research and Writing by
Brian Peters, Pamela (Forsyth) Hudson
and Karly Kehoe

Book Layout and Graphic Design by
Pamela (Forsyth) Hudson

Published by
The Margaree Education Coalition
January 2000

ISBN 0-9686606-0-6

TABLE OF CONTENTS

6 WHAT IS NEW LEARNING?

7 Community and Education
11 Origins of The "New Learning Project"
12 Objectives and Format of the Project

14 OPPORTUNITIES FOR IMPROVEMENTS AND ENHANCEMENTS WITHIN PUBLIC SCHOOL SYSTEMS IN THE MARITIMES

14 Introduction
15 Site Based Management
17 School-Centred Program Enhancements
18 Community Supported Enhancements
20 The Atlantic Provinces Education Foundation

22 NEW LEARNING ALTERNATIVES

22 Introduction
23 Charter Schools
28 Private (Independent) Schools
32 Home Schooling
35 Alternatives in Other Countries
36 Conclusion

38 COMMUNITY DEVELOPMENT AND ADVOCACY

38 Introduction
41 The Story of Margaree's Fight to Save Its School
45 Building Community: The Kitchen Forum
49 Building Awareness - Further Tools
56 Advocacy
63 Conclusion: New Learning Educates Whole Communities

66 THE COMMUNITY-OPERATED PUBLIC SCHOOL - A PROPOSAL

68 I. Vision
70 II. Prerequisite Support
73 III. Governance and Operation
77 IV. Programs and Curriculum
82 V. Draft Program Plan for Grades 9-12
89 VI. Draft Financial Plan
101 Conclusion

102 APPENDIX A - NEW LEARNING RESOURCES

118 APPENDIX B - PUBLIC EDUCATION STRUCTURES IN THE MARITIME PROVINCES

136 APPENDIX C - ANNOTATED BIBLIOGRAPHY

144 ENDNOTES

CHAPTER 1 - WHAT IS NEW LEARNING?

New Learning is about meeting the changing needs of our students in the new millennium.

New Learning is about enhancing the learning experience of our students by employing the rich array of resources and opportunities within our communities.

New Learning is about introducing flexibility into the structures that govern education to best accommodate the wide diversity of needs among our students.

New Learning is about using technology in appropriate ways to expand education opportunities and to optimize school programs.

New Learning is about allocating decision-making in education to local communities, where students are nurtured and their needs are best understood.

New Learning is about generating diverse and sustainable education communities and creating among all citizens a culture of life-long learning.

As we enter the new millennium, parents around the world have one thing in common– a concern about how to best prepare our children to succeed in a rapidly changing global environment. The recent explosion of information technology has enabled goods and services, money and data to flow across national borders at a rate that most of us never imagined. International trade agreements, mergers among corporations and financial institutions, the emergence of common currencies, and the threat of global pollution all contribute to a spectre of globalization that is causing many Canadians to be apprehensive about the future for our children.

We want our schools to do the best possible job of preparing students to succeed in the modern world. We want our schools to offer the greatest possible range of learning opportunities to our children. We want our schools to enlighten younger generations with the essential understandings of heritage and culture, community and civilization, environment and universe, so that they can help make the world a better place. This is the challenge of NEW LEARNING.

BEST COPY AVAILABLE

The Margaree Education Coalition and the authors of the New Learning Project encourage you to read and enjoy, use and apply the information in the New Learning Guide, the New Learning Homepage and the New Learning Presentation. We sincerely hope that the project can help you realize your goals for the education of your children and the development of your communities.

Brian Peters
New Learning Project Coordinator

Community and Education

Community-based Education and the Modern World

Operated by provincial governments, modern public education systems are expensive and complex. The cost of delivering education in the three Maritime provinces is approximately $5,000 per student per year. Current school construction and maintenance costs average $1000 per student per year.

Students in the public education system are presented with a specified program of studies, and administrators and teachers are paid in accordance with provincial collective agreements. Economies of scale have caused the amalgamation of schools in order to bring enough students together in one place to be able to pay enough teachers to deliver the required programs. This trend has resulted, particularly in rural areas, in the closure of many community-based schools in favour of larger amalgamated schools.

As a prevalent trend throughout North America in the last twenty years, amalgamation has been the focus of many professional studies. The literature is consistent in concluding that amalgamation does not result in greater achievement among students, and many studies identify negative impacts.[1] Significant among the negative impacts is the erosion of rural communities that have lost their schools. But of greatest concern is the loss of potential learning when students are taken from their home communities.

Studies have shown that students learn best in their own communities.[2] By attending community schools, they avoid long, tedious and dangerous bus rides. In these schools both students and parents are known by the teachers, who are thus more capable of understanding and meeting specific needs; and parents and citizens are more likely to be involved in school activities–enriching and diversifying the students' learning experiences.

Community-based public education offers valuable security and opportunity to prepare our children for success in the modern world. During an age of expanding globalization, it is important to strengthen local communities and economies. Students must be alert, motivated and equipped with a strong general knowledge and understanding that will prepare them for life in a rapidly changing complex world. If an area has the resources of a devoted community to help direct and enhance education, its community-based school will be the best equipped to meet the needs of students entering the new millennium. Community-based education is central to ***New Learning***.

Building Communities, Awareness, and Life-long Learning

The process of building communities is intrinsic to ***New Learning***. By cultivating strong relationships between its citizens and programs in the school, a community will develop vitality that will attract young families and businesses, thus contributing to general social and economic growth. The proximity and quality of schools are key factors in the decisions of people with young children to remain in or move to a community. Real estate values are strong in areas with vital schools, providing an adequate tax base to support expanded government services. Service industries and spin-off businesses proliferate in areas of growth. Modern communication technology also increases opportunities, and more families are able to succeed in the community of their choice–increasing student enrolment and assuring the on-going viability of the school.

The building of a strong community is best accomplished by a population that is organized and aware of the forces directing the modern world. As people become more aware of the issues of education and their relation to development, they see opportunities and solutions that are most appropriate for their students and their communities. Awareness leads to empowerment. As people become organized they demand more control over their social and economic development. Citizens demand more information, analysis and opportunities for input. Communities that have built awareness and have become organized demand power to determine the form of education that best meets the needs of their students.

Particularly in rural areas, schools are community focal points and centres of organized activities and entertainment as well as learning. Students of community-based schools see themselves, their parents and older generations as participating in an integrated, evolving set of actions, perspectives and relationships. Parents are rewarded by ongoing contact with the enthusiasm of youth, exposure to new ideas, and the assurance that their children enjoy a vibrant and secure learning environment. Older generations enjoy the opportunities to share their knowledge and experiences, to communicate with youth, and to be part of the continuum of learning. The result of this dynamic is valuable trans-generational accessibility, communication and understanding (that grows increasingly rare in our globalized civilization) and the emergence of a culture of life-long learning. Building communities, awareness and life-long learning is the goal of ***New Learning***.

Maritime Communities: School Closures & Amalgamation

Many rural and coastal communities in the Maritime provinces are entering the new millennium with uncertainty. Some are in crisis. The collapse of fisheries, the centralization of administration and services, and the reduced labour requirements of industry are forcing the migration and urbanization of rural Maritime people. This erosion of rural communities is exacerbated by the reduction of public services that are dependent on tax base and population. Rural education is particularly vulnerable to declining populations as education funding is based not on the delivery of programs, but on enrolment. While some adjustments are made in the funding formulae for remote areas and small populations, by and large the current education funding in all three Maritime provinces determines the size of education communities. In effect, education funding is redefining communities as it forces the closure of community schools and the busing of students to amalgamated schools.

Despite the potential for enhanced education and lifelong learning within rural communities, current government policies disregard the benefits of community-based education and government actions often contradict the objectives of the government's own programs. The same governments that pour money into economic development programs, to help communities in crisis, close community schools because the funding formula cannot maintain them. Rural communities that have lost their schools have fallen into social and economic decline.[3] Community schools, once closed, have never been reopened within the public education system.

School closures are defended as necessary to provide a sufficient range of education programs. However, it has been shown that amalgamation neither saves money nor results in program enrichment.[4] According to the literature, the forced amalgamation of schools creates alienation and lower achievements among students, political conflicts between governments and rural citizens and the imposition of inappropriate education models on rural communities.[5]

Exploring Alternatives: Diversity and Opportunity

Governments as well as communities recognise the difficulties of education funding in remote, sparsely populated areas; and during periods of declining enrolment they seek remedies by exploring alternative structures and funding. In Nova Scotia, the government has signed agreements with private partners who will build and own schools and lease them to the province thereby allowing new schools to be built without adding to the provincial debt. According to the Nova Scotia Government, this will save the taxpayers money if the province walks away from the schools at the end of the twenty year lease period. They will have the option to continue leasing, but if the province chooses to buy the schools, the cost will actually be more than if they had been built within the public system. Most importantly, these private-public-partnerships (P3) do not propose to protect community schools, but to replace them with larger amalgamated schools.[6]

New Brunswick has also sought solutions through structural change. On 1 March 1996 all regional school boards in New Brunswick

were dissolved and replaced by a new governing system comprised of the Department of Education, an Anglophone and a Francophone school board, and mandatory district parent advisory councils and school parent advisory committees. This drastic restructuring step was taken in an attempt to increase parents' involvement in their children's education, to 'streamline' administration, and to direct more resources to the classroom.[7] Regional control of education was eliminated and local committees could only advise the central governing body.

In February 1998 an independent Parent Governance Structure Review Committee was established to evaluate the effectiveness of the new governance structure; and by late October of that same year the committee published its first report with thirty recommendations that were concluded after consultations with 1174 individuals at all levels of the new governing system.

Though many parents indicate that, by being part of the new system, they feel they are making a greater contribution to their children's education, the report did outline considerable weaknesses–a breakdown in communication between all levels of the governing system and a lack of training aimed at helping parents define educational goals for their children.[8]

In Prince Edward Island, the Department of Education has allocated additional funding for an Education Alternative Program through the *PEI Youth Initiative*, "a partnership of health and education systems and the community to better meet the needs of children, youth, and families."[9]

The program is established to help students continue their education until they achieve a high school diploma. Students who have dropped out of school or are at risk of doing so because they do not fit in traditional school situations are offered alternative education routes in an attempt to reintegrate them into the classroom. There are seven alternative education sites in Prince Edward Island based on partnerships with government agencies, school boards, colleges and the Federal government.[10]

Indicators show that in Nova Scotia the efforts of government to establish alternative structures fall short of meeting the needs of parents and communities. Groups in several Nova Scotia communities have resorted to civil disobedience in order to protest the restructuring plans of government, illegally occupying schools and government offices.[11]

These protests are important indicators of the desperate desire of students, parents and citizens not only to protect that which they value most, but also to draw attention to proposals for better alternatives in education. Protests and proposals throughout the Maritimes cover a wide spectrum of issues: location, size, ownership, governance and programs. Each community is unique in its problems and its opportunities for solutions. If there is a common conclusion to be drawn from all the conflicts and confrontations between community concerns and education structures it is that we need to accommodate a diversity of solutions. ***New Learning*** proposes that stability in the public education system is accomplished through the accommodation of diverse, community-specific solutions. It is individual communities that are best equipped to determine the most relevant education opportunities for their students.

Origins of the "New Learning Project"

Throughout the nineties, it was the challenge of community leaders like Archie Neil Chisholm that mobilized the citizens of Margaree into taking a pro-active role regarding education issues. In 1991, the Margaree Save Our Schools committee was formed to resist government plans to close the local high school. In 1995, it was transformed into the Margaree Education Coalition (MEC). MEC maintained a high profile in education throughout Inverness County by focusing on awareness-building and advocacy. Despite continued threats of school closure, MEC succeeded in obtaining a one-year moratorium on school closures for the District. The moratorium gave the community time to launch its "Kitchen Forum"; a total of fifty-two neighbourhood meetings that galvanized the Margaree community with the common resolve to maintain Primary to Grade twelve in Margaree, even if the community had to assume responsibility for running the school. The concept of the "community-operated public school" emerged and was applied to the Margaree situation. At a regional level, the sweeping amalgamation plans of the school board were heavily criticized by many communities. In turn, a region-wide coalition was formed to support the efforts of communities wishing to resist school closure.

"We the people of Margaree will not allow our students to be educated outside of our community and the sooner the Board, the Minister, and the Department get the message, the better."

Archie Neil Chisholm
21 July 1991

MEC pursued the development of its proposal for the community-operated public school, applied for charitable status, and hired a full-time coordinator. At this time, the regional school board proposed the creation of a P-12 school in the north end of the Margaree community. Many community members felt that the battle was won, and concluded that there was no need to continue with the effort to establish an alternative school.

Rather than abandoning the project, the MEC Board of Directors felt that other communities in the Maritimes could benefit from the information and experience gathered by the Margaree community through years of struggle. MEC applied for funding to document, publish and distribute throughout Maritime Canada information on education alternatives and enhancements for the public education system. The Donner Canadian Foundation agreed to support the project, and in December, 1998 New Learning: Education Opportunities, Alternatives and Enhancements for the Maritimes was launched.

Objectives and Format of the Project

The objectives of the New Learning Project are:

- to produce and distribute useful information to individuals, communities and governments in the Maritime Provinces interested in enhancing education by utilizing a range of opportunities and alternatives;
- to facilitate a network of education-oriented individuals and organizations in Maritime Canada; and
- to document the work of the Margaree community in its decade-long struggle to protect Primary to Grade 12 community-based education.

In line with these objectives, our work has focused on preparing materials that will be a reference package for students, teachers, parents, communities and governments, a tool for community development and the improvement of education, and a framework around which to build a network of "new learning" advocates.

The format of the New Learning Project has three elements:

1. ***The New Learning Guide*** outlines in the following four chapters:

- the opportunities for enhancement to education that are currently available within the public systems in the Maritime Provinces;
- possible alternatives to the public schools that we now have;
- ways to build communities and strategies for effective action for change; and
- a proposal for a "community-operated public school".

The Guide also includes three appended chapters:

- a comprehensive resource list;
- information on the public education structures in the three Maritime provinces; and
- an annotated bibliography.

2. ***The New Learning Homepage*** presents all the information found in *The New Learning Guide*, and will be available for printing from a .pdf format document. The Homepage also has other Margaree Education Coalition documents for reference. Users may post opinions, ideas and suggestions on New Learning and they will be able to link directly to other websites found in the New Learning Resources appendix. Visit us at:

www.newlearning.ns.ca

3. ***The New Learning Presentation*** is a twenty-minute Power Point display that identifies the major aspects of the project and reinforces the important messages through the use of overhead projections. The presentation is complete with speaker's notes and audience hand-outs and may be downloaded from the Homepage.

To receive a copy of *The New Learning Presentation* package, please contact:

The Margaree Education Coalition
P.O. Box 623, Margaree Forks
Inverness County, Nova Scotia
B0E 2A0

CHAPTER 2 - OPPORTUNITIES FOR IMPROVEMENTS AND ENHANCEMENTS WITHIN PUBLIC SCHOOL SYSTEMS IN THE MARITIMES

Introduction

The Canadian public education system was created to meet the democratic goal of mandatory, accessible education for all citizens. Initially public education was provided by way of small community school houses. However, as the public education system evolved the methods for providing education began to change. In the late 1960s and early 1970s, governments began to amalgamate schools in an effort to provide more cost efficient education through modernized learning resources, curriculum and structures. The initial effort to improve learning helped raise education levels among the general public; but in the 1980s many students, parents and communities began to grow dissatisfied with the existing systems.

Public education systems in the Maritimes are responding to the diversity of learning needs of modern students through a variety of programs and mechanisms. These opportunities to enhance public education are particularly valuable in rural areas, where curricula are constrained by small student numbers.

Chapter 2 outlines a range of opportunities available within the existing public school systems that can help improve and enhance learning. Site-based management, advisory councils, and multi-disciplinary community-based projects are examples of enhancement opportunities where parents and communities can become more involved. Challenge for credit, distance education, independent study and locally developed programs are examples of how students can take added personal initiative in reaching their educational goals. Partnerships with other schools and educational institutions are also addressed to show ways in which schools can improve education by sharing resources.

Each province in Canada is independently responsible for public education. As a result each provincial system has its own set of

strengths and weaknesses. In order to provide students with regional consistency, the four Atlantic Provinces have established the Atlantic Provinces Education Foundation. Chapter 2 ends with a brief overview of this initiative.

It is important to recognise that public education systems continue to evolve and to respond to the expressed needs of students. To help enable effective participation in this evolution and to facilitate access to and communication with the governors and administrators of Maritime public schools, details of the education structures of New Brunswick, Nova Scotia and Prince Edward Island are presented in Appendix B.

The opportunities for improvements and enhancements within public school systems in the Maritimes can help meet the challenges of New Learning. Students, parents and communities can utilize the programs and mechanisms explained in the following pages to enrich and diversify their education experiences.

Site Based Management

Site-based management (SBM) is also known as school-based management, meaning that responsibility for the school has been transferred from the school district to the school site. It offers schools the ability to be more productive, flexible, accountable, and cost-effective by granting the school autonomy over school management issues. In theory, the idea of SBM uses those persons closest to and most affected by the outcomes of educational decisions (principals, teachers, and parents) to be closely involved in creating solutions to achieve desired results.

Supporters of site-based management maintain that a rural school acts as a resource to the entire community and should be an agent of change rather than merely a reactor to it. They believe the introduction of site-based management can provide such an opportunity.[1]

Site-based management is intended to:

- make schools more responsive to local needs;
- make schools more accountable for results;
- allow schools to make economical decisions;
- increase the quality and quantity of communication;
- build partnerships with parents, business, and the broader community;
- empower principals and teachers; and
- enhance student involvement in learning.

Since the success of site-based management depends on the knowledge and leadership abilities of the principal, implementation requires intensive training and professional development for principals, especially with regard to finance, personnel, strategic planning, and shared decision-making.

School Councils

A school council is designed to be the governing body for a site-based managed school. In theory, this incorporated body composed of teachers, parents and citizens is granted the power to manage education resources in order to meet the particular needs of the education community.

School councils imply a significant role change for parents and citizens and their relationship with the school. Members of the council have not only the power to direct education, but also the responsibility for the outcomes.

School councils were introduced in Alberta and Ontario and have their supporters and critics. Supporters claim that the decentralization of decision-making results in a better, more specific education for students, the opportunity to use the wisdom of teachers and parents, a more efficient central bureaucracy and a less expensive education system.

Critics maintain that school councils are neither effective nor sustainable. They say that an onerous burden of responsibility is loaded on the principal and staff, that parents and citizens do not have the training required to effectively manage education, that representatives will be hard to attract and keep, and that students will be the victims of poor decisions resulting from the lack of expertise and knowledge of the complexities of modern education systems.[3]

School Advisory Councils

The 1996 Nova Scotia Education Act specifies the roles and responsibilities for school advisory councils in the province. A School Advisory Council is a legally recognised body composed of the principal, teacher representatives, support staff, students, parents and community members who will work together in an advisory capacity to increase the quality of education in the school.[4]

It is important to note that school advisory councils have no decision-making powers. School advisory councils can make recommendations about the school and submit them to the school board but that does not ensure that any action will be taken. School advisory councils are mandatory in both Nova Scotia and New Brunswick but they are optional in Prince Edward Island.

In section 23 (1) of the Nova Scotia Education Act there is allowance for the powers of a school board to be transferred to a school advisory council so that it would no longer be "advisory." In order for this to take place, the Minister, the school board and the advisory council must be in agreement. The purpose of this clause in the Education Act was to enable the empowerment of School Councils in schools participating in the Nova Scotia Site-Based Management pilot program.[4]

School-Centred Program Enhancements

Challenge for Credit

The Challenge for Credit process allows a school to recognize that a student has already acquired the skills, knowledge, and attitudes that an existing course seeks to develop. A Challenge for Credit may be achieved in the fine arts, physical education, mathematics and languages. For subject areas not listed, a school may apply, through the school board, to the Department of Education for credit on a pilot basis.

Distance Education

Distance education is a way for students to receive credit for courses that are taught via technology rather than by traditional means. It involves development of specially designed instructional materials and the structured delivery of those materials to those individuals who are separated from their educational institution by space and/or time. Distance education through television and more recent telecommunication and computer technologies have made it possible to eliminate many of the inequalities in public school systems so that requirements of a learner can be met regardless of his or her location.[5] Distance education is seen as particularly beneficial for rural communities with small schools because it allows students to remain in their communities and be introduced to courses that had previously been inaccessible.

Independent Study

Independent study is the pursuit of credit for an existing course by a student working with the course materials developed by the Department of Education but without the day-to-day instruction of a teacher. Independent study credits help foster independent ability and promote individualized programming which allows students to initiate courses that meet and suit their needs, interests and abilities.

Locally Developed Courses

A school has the opportunity to develop a course for credit that is not among the current offerings of the Department of Education. The procedure for a locally developed course is to first apply to the Department of Education for a pilot program. The application for a pilot must be made at least seven months before the course begins and should include a description of the scope and philosophy of the curriculum, an outline of the instruction and assessment strategies, a list of student and teacher learning resources, any additional costs, a framework for evaluation and the provision for future development. Upon approval, the pilot is conducted for a two year period during which time it is monitored and evaluated by the school board and the Department of Education. After two years the pilot may be terminated or it may become an approved locally developed course.

Multi-Disciplinary Study Programs

A multi-disciplinary study program is not a separate course but a program that involves several courses contributing to a common theme. For example, "Community Heritage" may involve social studies, the sciences, economics, family studies, history and any other discipline that has relevance to the heritage of the community. "Environment" is another multi-disciplinary study program theme that has the potential to enrich the curriculum in all grades.[6]

The process of establishing a multi-disciplinary study program is coordinated at the school level among the teachers whose subjects are involved and the principal. The program may include one or more grades and can be a short-term project or a long-term theme that continues throughout the school year.

Community Supported Enhancements

Cooperative Education

Cooperative education initiatives involve field trips, tours and internships or job placements which allow students to learn about business, industries, governments, unions and/or other community groups through direct participation and one-on-one interaction with skilled employees. Through cooperative placements students are able to share their knowledge while gaining a better understanding of occupational opportunities. Students can improve job-searching skills and can gain a better understanding of occupation opportunities while in the workplace. As a result they can make more informed decisions when making plans for their future and their chances for student employment may increase.[7]

Cooperative education also allows school staff to develop new teaching strategies and to enhance curriculum by working with and learning from community partners.

Cooperative placements are intended to help raise standards for informed, skilled and educated students in efforts to produce a more innovative, productive, and enthusiastic workforce in the future. Partnerships are also established to help adults in the workforce to develop communication skills and gain access to lifelong learning opportunities through both academic and recreational programs.

Mini-Courses

Mini-courses offer the opportunity to present students with the wide range of skills and knowledge that is present within the school community. Volunteers from the community come into classrooms to give short-term courses (usually one class per week for 4-6 weeks of the school year). Students have the opportunity to choose one or two courses being taught depending on what subjects interest them most. Mini-courses are estab-

lished to enrich regular studies by teaching students skills/trades that reflect the culture, economy and general identity of the community. Teachers and community members – with consent of the school principal – arrange partnerships for mini-courses at the school level. Mini-courses are often implemented by school or parent advisory councils or committees.

Topics that have been taught as mini-courses include Painting & Drawing, Archery, Guitar, Drumming, Chess, Fly Tying, Map & Compass, Wood Carving, Dance and Gaelic.

Partnerships Between Schools and Other Educational Institutions

Partnerships between primary, secondary and post-secondary institutions can take place through various initiatives involving schools on the same level or on two different levels. Examples include curriculum development, teacher and student exchange programs, new technology programs and shared teacher arrangements between regional schools.

Student and teacher exchange programs allow participants to spend a set amount of time with a partner school nationally or internationally. Such exchanges allow participants to learn about cultures, economies, and learning methods of other communities on a first hand basis.

New technology in the 1990s has enabled the rapid exchange of information and sharing of resources. SchoolNet is one Internet site that links students and teachers across Canada with educational resources to assist and enhance learning opportunities. New technology also allows schools to share area-specific information.

Shared teacher arrangements involve a teacher giving courses at two separate schools in a given region. By teaching in two separate areas of a region, new education techniques can be learned from other teachers, additional resource material can be shared between schools, and student travel time can be reduced.

By building partnerships between secondary and post-secondary schools, courses for both institutions can be better tailored to suit the needs of a community. Such partnerships can also develop an awareness of post-secondary courses available for students following graduation from secondary school.

CONTACT INFORMATION

Canadian Association for Community Education (CACE)
www.nald.ca/cacenet.htm

CACE, "promotes community education nationally; provides a forum for innovative community education, thought and research, encourages the process of community education through citizen involvement and development of partnership resources; provides and promotes a forum for interaction among community people and organizations with related goals on a national, regional, provincial and local basis; and represents Canada in international coordination and cooperative efforts in community education."

Canada's SchoolNet
www.schoolnet.ca

"SchoolNet readies learners for the knowledge-based society. It champions life long learning and the creation of world class educational resources through information technology and partnerships."

The Atlantic Provinces Education Foundation

The Atlantic Provinces Education Foundation (APEF) is a regional agency of the Council of Maritime Premiers. The Foundation was established to provide a framework for joint undertakings in the development of entry-to-twelve public education for the Newfoundland and Labrador, New Brunswick, Nova Scotia and Prince Edward Island education departments. The Foundation operated as the Maritime Provinces Education Foundation until 1982 when Newfoundland and Labrador became full partners and the agency became APEF. The Foundation is involved in education projects that include curriculum development, education assessment and the compilation of Atlantic Education Performance Indicators.

The development of a common core curriculum was endorsed by the Atlantic Canadian premiers in 1994, "as a way to improve the quality, relevance and effectiveness of curriculum in each province by combining expertise and input."[8] Curriculum apart from the core program continues to be developed provincially. Common core curriculum development includes Arts Education, English Language Arts (entry-12), French Immersion (1-12), Core French (1-12), Technology Education, Mathematics (entry-12), Science (entry-12), Science (11-12 Physics, Chemistry, and Biology), and Social Studies.

When core curriculum development was endorsed by the Atlantic Canadian premiers, common assessment strategies were also needed so that curriculum outcomes could be assessed and the programs evaluated.[9]

The Atlantic Education Indicators project, an ongoing program, measures and reports on regional education indicators. As defined by APEF, indicators are items of information collected at regular intervals that track the effectiveness and efficiency of an education system. Their purpose is to aid APEF in planning and developing their joint initiatives. *Education Indicators for Atlantic Canada* is a public information report published in 1996. It was the first report of its kind to be published in Canada.[10]

APEF also produces publications that include curriculum guides, curriculum related materials, professional development materials, research and reports, and testing resources. Copies of publications can be obtained through the Department of Education of any Atlantic province.

CONTACT INFORMATION

Atlantic Provinces Education Foundation
Homepage: www.paef-fepa.org
E-mail: premiers@fox.nstn.ns.ca
P.O. Box 2044, Halifax
Nova Scotia, B3J 2Z1
Phone: (902) 424-5352
Fax: (902) 424-8976

CHAPTER 3 - NEW LEARNING ALTERNATIVES

Introduction

Alternatives in education have become an ever-present issue over the past decade. Lack of success in current public education models has pressed parents and communities to look for ways in which education systems can be changed to better suit their needs and the needs of their children. Alternatives tend to be approached when people become dissatisfied, for whatever reason, with present conditions and feel that the only way to remedy their situation is by searching for new methods and models.

The New Learning Project proposes that it is difficult for public schools to educate every single student properly, even with the most dedicated teachers and administrators. As public school systems become more centralized, with amalgamated schools and school boards, standardized testing and regional curricula, it becomes even more difficult to address the diverse individual needs of students. The New Learning concept maintains that alternatives in education can help meet these needs and furthermore that society as a whole will benefit if students and parents are able to choose from a variety of learning structures.

The purpose of Chapter 3 is to examine some educational alternatives that are available in Canada and to briefly explore the various educational methods that exist around the world.

It should be noted that many of these educational alternatives offer the opportunity for parents and communities to become more involved in the education process than is possible in most traditional public school systems.

Charter schools are public schools that have been granted autonomy by a school board or the Minister of Education. The overall goal of charter schools is to stimulate change. It gives parents and educators the freedom to create new learning environments by allowing them to develop and implement a charter, the defining feature of all charter schools. Charter schools are intended to promote hands-on learning, smaller class sizes, and greater parental involvement.

Private schools are another attractive choice for some. Private school models vary from the teacher-centred and authoritarian models to cooperative models and those based on an open learning concept. Montessori and Waldorf schools will be examined to illustrate what the latter type of private schools have to offer.

Home schooling is growing in popularity throughout North America and this increased interest may be attributed to several factors; the desire to broaden the parent-child relationship, disagreement with the public school

philosophy of education and refusal to send students to schools in other communities. Defined as any formal education that takes place within the home, home schooling gives parents the opportunity to have an individually structured curriculum that corresponds with their own philosophical or religious beliefs. Home schooling offers parents the unique ability to have a greater influence in the education of their children. It also provides a new view of family life and its responsibilities.

Alternative schools have taken hold across the globe. The United Kingdom has implemented a system that allows schools to be locally managed, thus allowing parents the opportunity to direct the education of their children. New Zealand and, to a lesser degree, Australia have implemented a charter school system across the board. Unlike Alberta, schools in New Zealand are responsible for raising the bulk of their operating costs. At the end of Chapter 3 we will briefly look at initiatives taken in these countries and some of the results.

Charter Schools

Charter schools are public schools financed on the same per pupil basis as regular schools. They are intended to complement the educational services provided in the local public school system. Charter schools are intended to allow parents and educators the freedom to create new learning environments for children within the public sphere.[2]

Charter schools are public schools granted autonomy by an authorizing body, substantially deregulated and wholly governed by their own charter boards. A performance-based contract is reviewed on a regular basis in order for the charter to be renewed.[1]

A charter school is governed by a charter; that is, an agreement between a school board and/or the Minister of Education and an individual or group regarding the establishment and the administration of a school. A charter essentially describes the unique educational service that a school will provide. It outlines how the school will operate, and identifies the intended student outcomes. In North America, charter schools cannot charge for tuition, teach religion, or discriminate in admissions. In order to retain their charter, schools are rigorously monitored and must meet all specified performance standards. It is also vital that they continue to attract students.[3]

Charter schools are generally intended to promote hands-on learning, smaller class sizes, and greater parental involvement. They can be seen as a way to introduce diversity and options into the

public school system where traditionally there have been few. A charter basically challenges the exclusive franchise of regular public schools in hopes that it will stimulate change.[4] Charter schools allow for new educational ideas to get a test run. There are rigorous assessments so that the results of school innovations can be made available to be studied and replicated.[5]

Accountability

A charter school governing body is accountable for a charter school. It is responsible for making sure that charter board policies are followed (*i.e.* the charter terms, provincial legislation, regulations, and policies). The governing body is also accountable to its local school board or to the Minister of Education, depending on which party established the charter school. It is the responsibility of the school board or the Minister to ensure that the charter school is operated according to the charter and that it achieves the results that have been outlined in the charter.[6]

Charters must design a student assessment model that will accurately evaluate achievement. Students are required to write provincial achievement tests and examinations required by the Minister of Education. A charter may be revoked if it is believed that the charter school is not succeeding. However, if it is the school board that revokes the charter, the Minister, who ultimately has the final say, can overturn the decision.[7]

Governance

In Alberta, the only Canadian province that has charter legislation, there is the allowance for charters that are rejected by the school board to be submitted to the Minister. This stipulation was put in place to ensure that a sound charter could not be rejected by an uncooperative school board. Charter laws work to protect the principles of public education and build in maximum potential for promising innovations.[8]

In Alberta a corporate body, in accordance with section 24.1 (1) of the Alberta School Act, operates charter schools.[9] This charter corporate body represents parents, teachers, and community members. The charter must define the charter corporate body, determining its membership, roles, responsibilities, and selection process. The charter must also have bylaws and policies for board governance as well as for the governance of the charter school itself.[10]

Funding

Charter schools receive the same per pupil funding as other public schools. The main difference however is how those funds are allocated. In regular schools it is estimated that only two-thirds of the per-pupil allotment actually reaches the schools; much is spent on bureaucracy. In a charter school system funds are directly allocated, meaning that almost total control of the funds lies with the charter school itself. Therefore, according to the charter, some schools have the option of finding the best and most cost-effective services from either the school district or another competing source. Exist-

ing school board contracts no longer restrict them.[11]

Charter schools may also raise funds on their own. This can be done through private sector donations as well as general fundraising. It is important to remember that **Charter schools may not charge for tuition**.[12]

Human Resources

In Alberta all teachers who teach at charter schools must be certified. The school is required to provide disclosure of credentials to any interested parent as well as the general public. However, if a charter school hires its own teachers, as opposed to procuring teachers through the school board, they cannot be active members of the Alberta Teachers Association. Teachers may choose to take a leave of absence from the ATA in order to teach at a charter school.[13]

In a charter school, teachers are more involved in the day-to-day decisions than in regular schools where they are more restricted. There is also the opportunity for parents and the general community to become more involved with a charter school. At one charter school in California, parents are required to sign a compact, or a 'shared support agreement'. The compact gives them the opportunity to have an active role in developing the school's charter, to have an active role in governance, and to be more involved with volunteering their time to assist with school programs.[14] One of the central features of the charter school movement is the school's ability to draw on skilled and caring members of the community as a teaching resource.

Programs

The Alberta department of education (Alberta Education) requires that charter schools comply with provincially-defined standards of basic education. All programs must meet the conditions outlined in the School Act. Therefore students from any public school can transfer to or from a charter school with little disruption. It is important to remember that a charter school does not have to be designed to meet the needs of all students. The main idea behind the charter school movement is to complement the existing educational programs. However, it must be stressed that all students have access and by law charter schools may not discriminate on any basis other than age and grade level.[15] It is expected that students will be self-selecting in choosing the school that best matches their aptitudes.

Charter schools tend to specialize in a particular education service in order to address a particular need. An example of this is the Suzuki Charter School in Calgary Alberta. At the Suzuki school students begin each morning with intensive music instruction before they begin the regular Alberta curriculum. Whenever possible, music is used as a way to enhance the programming at the school. Dr. S. Davidson, chairperson of the school, describes it as "attracting those with an interest in Music, but the philosophy of demonstrating sequential mastery of skills in the Suzuki program transforms to all forms of learning and gives students an appreciation for this discipline in all fields."[16]

Some Examples of Charter Schools

Since Alberta is the only Canadian province with charter legislation, the number of charter schools in Canada remains low. There are presently nine charter schools in operation and one more due to open in September of 1999.[17] Since charter legislation only came into effect in Alberta in 1995, reports about success and failures are slow to become available.

In the United States however, where charter schools have been in existence for a longer time, reports are available. The Vaughn Street School, just outside of Los Angeles, is an example of an effective charter school. It has a total of 1,107 students, 931 are Hispanics and speak limited English. The principal applied for charter status as soon as the legislation was introduced and in 1993 a charter was obtained.

Parents who wished for their children to attend the school were required to sign a contract, thereby committing them to be active participants in their children's education. The Vaughn Street School integrated education with social services to families. This was beneficial in two ways because it offered help to families in need and it provided the opportunity for parents to play a greater role in the educational development of their children.

Prior to the school's receiving charter status, achievement scores were the lowest in the state but now they are near the state average. This is a truly remarkable development, for the school itself and also for the self-esteem and personal development of the students and their parents. Attendance has improved greatly, which is an indication of greater interest on the part of the student body, something vital to any successful education program. Also, a computer lab was created and enhanced, which offers the students the opportunity to become acquainted with modern technology.[18]

Criticisms about charter schools do exist and must be acknowledged. Many charter schools demand a degree of parental involvement but for some single parent families or families that depend on the income of both parents, greater school involvement could create a problem. In some charter schools parental involvement is a requirement; therefore those unable to devote the required time are excluded. It is also argued that charter schools do not address the need for diversity in public schools, but effectively segregate students according to race, class and ability, thereby reducing diversity among the student population.[19]

All but one of the charter schools in Alberta were granted a five year charter; therefore reports about their success or failure will not be available until after the 1999-2000 school year. However, there has been feedback on some problems that have been encountered. For example, the Mundare Charter School, established on 15 August, 1997, incurred a $45,000 transportation debt in its first year. The Minister refused to cover the deficit unless the charter board wound down its operations. The Mundare School then worked with the Elk Island Public School Regional Division and acquired an alternative status on 25 June, 1998 which allowed it to continue operating. In another case, the New Horizons Charter School had problems with the structure of reporting by the school to the jurisdiction. For this reason the charter renewal application was initially rejected.

However, a one-year extension was granted on 25 June, 1998.[20]

Starting Charter Schools in Canada

In order to start a charter school in Canada, one must reside in a province that has charter school legislation. In Alberta, one can contact Alberta Education for the Charter School Handbook. It gives in detail the objectives of a charter school, what regulations must be adhered to and other information that directly relates to charter schools. At the back of the Handbook, there is a charter school application form that can be submitted to the local school board and to the Minister of Education upon completion.

Once the province has legislation it is up to the community or group to prove that there is a feasible plan of action to establish a charter school. There must be sufficient support in the community to ensure that the charter school will be successful. Also, there may be a minimum enrolment of students; in Alberta, the number is seventy-five. All of this will demonstrate that there is a strong desire and system of support for a charter school.[21]

School Choice and Vouchers

A galvanizing point in the debate over charter schools and the public funding of private schools is the concept of school choice. School choice proposes that citizens are entitled to a range of education options and that the form of those options is best determined by the education marketplace. Proponents of school choice argue that the public education system would benefit from the competition for student enrolment among schools. By applying market principles to public education, offering parents and students the choice of education environments, the better schools will thrive and the worst schools will be forced to improve or close down.

Opponents of school choice argue that disadvantaged parents and students would not have access to the full range of choices, while privileged families would abandon the poorer schools and create an elite within the public education system.

An equally contentious issue in public education, particularly in the United States, is vouchers. A voucher is a certificate that represents the public cost of educating a student. Parents can redeem the voucher at the school of their choice and the school receives the funding to educate the student from the government. As of 1999 vouchers have limited use in the United States, with a handful of cities offering them to needy parents of students in the poorest-performing urban schools. Advocates of school choice see vouchers as a mechanism for revitalizing public education and enabling students to attend the school, public or private, that best meets their needs. Opponents of an expanded voucher system express concern that disadvantaged children would be left behind as schools compete for highly motivated, easier to educate students and give preference to wealthier families who could pay fees in addition to the vouchers. Critics argue that such competition would contribute to the deterioration of public education by moving tax dollars to private schools and leaving public schools impoverished and with a disproportionate share of disadvantaged students.

Private (Independent) Schools

Private schools, also known as independent schools, operate independently of the public school system. They generally have smaller student to teacher ratios, they may teach religious studies, and they usually place emphasis on physical activity, art, and music in addition to regular academic studies. Students must apply for admittance to a private school and those accepted generally pay an annual tuition fee. Private schools were the first schools to operate in Canada and have become one of the leading forms of alternative education. They fall into two main categories, those that are traditional-religious and those that are progressive-humanistic.[23] In North America, there are private schools for Islamic, Mennonite and Amish, Protestant, Quaker, and Roman Catholic religions as well as for First Nations students. Progressive-humanistic private schools are founded upon secular educational philosophies. Two of the more popular progressive-humanistic types are Montessori and Waldorf. The more established private schools of Canada belong to The Canadian Association of Independent Schools (CAIS). There are currently five CAIS schools in the Atlantic Provinces.

"The justification for the existence of independent schools is not that they are better than the public schools, nor worse, but they are different... with substantial qualities and merits of their own. Uniformity should not and cannot be the aim of life in a democracy."

Joseph McCully quoted in N. Thomas Russell's *Strength of Choice*

CAIS private schools are non-profit institutions.

Accountability and Structure

All private schools in Canada must be approved by their provincial Minister of Education and must have a curriculum that will meet all goals listed in the provincial Education Act. Just as public schools often have a school board or an advisory council, private schools generally have a Board of Governors or a similar committee who are at arms length from the daily operation of the school. Daily administration and operation of a private school is overseen by a school head who may be referred to as a headmistress, headmaster, or school director. The head of a private school has much the same function as a principal in a public school.

Funding and Costs

Funding for private schools is provided primarily through student tuition and fundraising. In Prince Edward Island the provincial government gives a small percent-

age from the annual budget to financially assist private schools in the province. There is no government financial support given to private schools in New Brunswick or Nova Scotia. In the late 1900s annual day tuition for CAIS private schools in Atlantic Provinces ranged from approximately $5000 to $7,500 per student. Many of these schools offer bursaries or tuition relief to students whose parents are unable to afford the full cost of private school education.[24]

Types of Private (Independent) Schools

Programs in private schools depend a great deal on the type of school established. In Canada all private schools are required to meet provincial guidelines in their programs of study.

Traditional-religious private schools have tended to be, "teacher centered and authoritarian, to rely heavily on textbooks, and to emphasize memorization of material."[25] They focus on teaching religious, value based beliefs. Since the 1980's however, traditional-religious schools have adopted progressive methods.

Humanistic-progressive schools tend to include whole language approaches, cooperative learning, multi-cultural education, social studies curriculum, developmental education, open classrooms, and multiple assessments.[26] Montessori schools focus on individualized learning where students and their teacher work one-on-one so that children can learn at their own pace. Waldorf schools have characteristics of both traditional-religious and progressive-humanistic teaching methods. Waldorf students are educated in three

8 STEPS TO STARTING A PRIVATE SCHOOL

1 Establish a Board of Governors

2 Determine the type of school that will be formed and create a school plan clearly stating curriculum goals

3 Prepare a budgeted financial plan for school creation and operation

4 Make a proposal and gain approval for the private school from the provincial Minister of Education

5 Seek financial support through fundraising initiatives

6 Establish the school building(s), facilities, head of school, teachers, and administrative and maintenance staff

7 Set tuition fees and promote the school to potential students and parents for application

8 Initiate application selection process, accept students, and determine financial assistance

stages: kindergarten (ages 5-6); elementary (ages 7-14); and high school (ages 15-18). Kindergarten students learn through play, imagination, exploration, and imitation. Following kindergarten one teacher remains with a group of children through the eight years of their elementary stage to focus on the academic and intellectual development of each child. Waldorf high school education is intellectually demanding and experientially rich, as students learn directly from experts in various fields of study. Waldorf proponents claim that their system is, "the largest and fastest growing nonsectarian movement in the world."

Human Resources

The heads of private schools generally have a Bachelor of Education or another relevant degree. Many CAIS heads have developed their experience by working with a number of different private schools. CAIS private

PRIVATE SCHOOL ASSOCIATIONS

Association of Waldorf Schools of North America
3911 Bannister Road
Fair Oaks, California 95628
Phone: (916) 961-0972

Canadian Education Association
OISE Building
252 Bloor St. West
Toronto, Ontario M5S 1V5
Phone: (416) 924-7721

Canadian Association of Independent Schools (CAIS)
Box 1502, St.Catharines, Ontario, L2R 7J9
Phone: 905-688-4866
Fax: 905-688-5778
Visit the Web: http://www.cais.ca/

Canadian Jewish Congress
1590 Dr. Penfield Avenue
Montreal, Quebec H3G 1C5
Phone: (514) 931-7531

Christian Schools International
3350 East Paris Avenue,
S.E. Grand Rapids, Michigan
49518-8709
Phone: (616) 957-1070

Foundation for Montessori Education
3 Riverview Gardens
Toronto, Ontario M6S 4E4
Phone: (416) 769-7457

International Schools Association (ISA)
Rue de Carouge 28
CH-1205, Geneva
Phone: + 41 22 708 1184
Fax: + 41 22 708 1188
Visit the Web: http://www.ecis.org/isa/

A listing of private schools in the Maritime provinces can be found in Appendix A; New Learning Resources

BEST COPY AVAILABLE

school teachers in Atlantic Canada must also have a degree in education; and approximately one quarter have received their Masters Degrees. Teachers in other Atlantic Canadian private schools have varying levels of post-secondary education. The salaries in private schools tend to be slightly lower than salaries of public school teachers, though improved working conditions with smaller class sizes often balance the difference in pay. Teacher evaluations in CAIS private schools generally happen twice a year. Teachers of private schools in Canada generally do not belong to teachers unions.

Locations and Numbers

As listed with provincial Departments of Education, there are twenty-three private schools in New Brunswick, thirty-two in Nova Scotia, and four in Prince Edward Island. For a complete listing see Appendix A: New Learning Resources. Annual listings of the schools can be acquired by contacting the Department of Education in each of the three provinces. Several Atlantic CAIS private schools place emphasis on religious learning and most strive towards high academic goals to prepare students for post-secondary education.

ATLANTIC CANADIAN CAIS PRIVATE SCHOOLS	TOTAL ENROLLMENT	STUDENT: STAFF RATIO	STUDENT ADVANCEMENT TO UNIVERSITY	1999 TUITION DAY STUDENT
Ambrae Academy (Halifax, NS)	225	18:1	90%	$5,200
Halifax Grammar School (Halifax, NS)	430	13:1	99%	$6,000
Kings Edgehill School (Windsor, NS)	285	14:1	98%	$7,500
RCS Neitherwood School (Rothesay, NB)	201			$9,900
Sacred Heart School of Halifax (Halifax, NS)	444	10:1	95%	$4,900 - $5,700

Home Schooling

Home schooling is any formal education of children that takes place within the home. Parents/guardians who teach their own children are referred to as 'home schoolers'. They take full responsibility for the education of their children rather than relying on public or private school systems. Home schooling requires the full support of at least one parent and it is a full time job.

Home schoolers are able to structure a curriculum to what they feel is most appropriate for their children. They are also able to maintain added control over the teaching of morals and values while giving more one-on-one attention. Although socialization through home schooling may not take place in the same manner as in public schools, home schooled children can develop their social skills by being actively involved in local community groups.

"School at home isn't always easy, but, whenever problems have arisen, we have tried to treat them not as interruptions of our education, but as parts of it. In facing problems and working with them, we have learned more about ourselves and each other and the world."

Donn Reed
The Home School Source Book

A home school is generally structured around an educational philosophy or religious belief.[28] There are three main groups of home schoolers supporting home education.

The first group are those home schoolers who believe in intrinsic motivation where learning should be child-centered rather than based on a structured curriculum that supports child competition and forced study. John Holt was a founding advocate of such home schoolers and wrote a number of books and other materials on the subject.

Another group of home schoolers seek added control over the teaching of value-based religious beliefs. They understand the education of children to be the moral right of parents. Dr. Raymond Moore, a founding advocate of Christian-based home schooling has written material that is used by many religious based home schoolers.

The third group of home schoolers is less fundamental in their beliefs supporting home schooling. They draw on a variety of home school guidance material and philosophies. Such home schoolers include parents who have children requiring special care services, who feel the public education system is inadequate due to public education cuts, and others who belong to families that face frequent moves.[29]

Parental Powers and Responsibilities

Parents and guardians have the right and freedom to home school their children in all Canadian provinces. It is a home schooler's

responsibility to prepare a curriculum outline and gather necessary materials for instruction (independently or thorough a packaged home school program curriculum). It is also a home schooler's responsibility to teach, maintain any necessary ties with a public school, and ensure that their children meet all standards listed under the provincial Education Act.

Relationship with the Public Education System: Accountability

Upon deciding to home school, parents in New Brunswick must inform the Minister of Education of their intent. The Minister must approve a New Brunswick home schooling program. In New Brunswick and Prince Edward Island it may be necessary to submit progress reports for home schooled children to a Regional Inspector or Superintendent. A ministerial representative or a certified teacher may inspect a home school to ensure that provincial regulations are being met. In Nova Scotia home schooled children must pass examinations equivalent to those of the public school system.[81]

The requirements that must be met by all educators under a provincial Education Act are generally designed to ensure that children develop necessary understanding and abilities in communication, mathematics, problem solving, personal and social studies, critical and creative thinking, technology, and independent learning.

Packaged Curriculum and Independently Designed Curriculum

Home schooling with a packaged curriculum tends to be more structured than home schooling with an independently designed curriculum. Such programs encourage parents to tailor the packaged curriculum to meet the needs of the child, yet still enforce the teaching of specific subjects within an allotted time period. Home schooling with an independently designed curriculum is often referred to as 'unschooling' because lessons are not taught in the same structured manner as in a public school system. Parents/guard-

7 STEPS TO HOMESCHOOLING

1 Determine curriculum goals

2 Select a packaged curriculum program or create a program outline independently

4 Ensure the curriculum will meet the requirements of the provincial Education Act

5 Advise provincial Minister of Education of intentions to home school and, if required, submit a registration form and an outline of the planned curriculum

6 Acquire necessary school supplies and educational materials needed to meet curriculum guidelines

7 Organize lesson plans and begin home schooling

ians design lessons in ways that allow their children to take added personal initiative in learning without enforcing a strict time schedule. Independently designed curricula are more work-intensive for the parent/guardian as they are responsible for designing and preparing lessons and acquiring all necessary books and materials. Packaged curriculum programs have pre-determined lesson plans and often include specified textbooks and materials.

Home Schooling Resources

Materials for home schooling can be purchased independently or though a structured 'home school program'. In some cases material for instruction can be obtained through an arrangement with a local public school. The increasing number of home schoolers in the United States and Canada has fostered an influx of educational support material. Educational books and materials can be obtained through programs, libraries, or independent purchase. It is important to keep in mind that provincial governments will not financially support the education of home schooled children. *The Home School Source Book*[31] is a well-rounded informative guide for all home schoolers who are seeking material and ideas to help meet their curriculum guidelines. It includes an extensive listing accompanied by insightful bibliographical notations and commentaries by author and experienced home schooler, Donn Reed.

HOME SCHOOLING

A 'Home Schooling Package' can be obtained through The Canadian Alliance of Home Schoolers or any provincial Department of Education.

For further up-to-date information on home schooling in Canada contact the Canadian Alliance For Home Schoolers at:

The Canadian Alliance
For Home Schoolers
195 Marckville Road,
Unionville, Ontario L3R 4V8

On the web:
http://ceris.schoolnet.ca/e/NOhomesch.shtml

Alternatives in Other Countries

In the mid-to-late 1980s efforts to find effective education alternatives to government-controlled public education systems became a global trend. Parents and educators began to take strides towards individualized education methods and decentralization of decision-making powers. From the 1980s into the late 1990s charter schools, private schools, and home schooling grew in popularity around the globe as countries adopted ideas from one another.

Great Britain

In 1988 the UK implemented an Education Reform Act allowing individual schools to become locally managed. Locally managed schools (LMS) still must teach the national curriculum and follow educational laws outlined at the federal level, but they no longer remain under the Local Education Authority. For that reason, LMS can circumvent regulations limiting the enrolment in popular schools, can establish new types of schools that would otherwise be unavailable, and can delegate budgetary responsibility to the school governing body and head teachers. LMS are also designed to reinforce the right of parents to choose their children's school.[32]

New Zealand

New Zealand's federally governed education system took a drastic step in 1989 with the Picot reform. "Layers of intervening bureaucracy between the Centre as founder and policy maker and the schools as site of service delivery,"[33] were destroyed. All schools in New Zealand are currently charter schools and are operated and governed at the school level. Principals are responsible for both local fundraising and education and each school is operated under an advisory committee of parents and teachers. The New Zealand system is based partially on the development of "self-managing schools" in Tasmania in the mid-nineteenth century, which had been introduced into the Australian education system.[34]

Giving principals, teachers and parents the added responsibility of raising funds to operate schools is reported to be a problem in New Zealand's education reform. Critics argue that the burden of fundraising is increasing stress among school staff, is having negative impacts on children and is causing many parents to leave advisory committees after only a short period of representation.

United States

The United States now has a wide variety of alternative schools. Key principles of the American reform agenda are based on the beliefs that all children can learn, that there should be top-down support for bottom-up reform, and that education should involve the whole community.[35] As of the late 1990s there are approximately 1.5 million home schooled children and nearly 250 charter schools across the country, as well as private schools of every type.[36]

Australia

In Australia "The Schools of the Future" program was established to be in place by 1995. Australian charter schools involve a contract between an individual school and the state education minister. This contract specifies the nature of funding and method of accounting. Many support services in Australian charter schools are provided through other contracts with individual providers. Like New Zealand, schools in Australia are self-managed and give added power to the principal. A Board of Governors is responsible for the development of a broad curriculum which adheres to standards provided by the government. Schools in Australia are based on a system similar to Alberta's Edmonton Model from the early 1980s.[37]

Conclusion

The New Learning Project recognizes that alternatives in the Canadian education system are gaining popularity as more and more students, parents, and educators become aware of better ways to learn. It is apparent that traditional public education models are simply not meeting the diversity of needs among students. People want schools to offer more services for students, families, and communities. This means that schools should offer social services such as counselling for students and their families to help create strong learning environments both at home and in school

> **"Every child wants to learn," she said. "Every child is able to learn, some fast, some slow. There may be delay but there is not defeat.... If the child fails to learn, it is because the teacher has failed to teach."**
>
> Mãe Carden, *The Parent's Guide to Alternatives in Education*

Some new approaches are being utilized in Canada in order to respond to the needs of today's society. We are beginning to see provincial legislation that allows for unique school models and enhanced educational opportunities. For example, charter schools in Alberta and home schooling across the country are gaining popularity among students, parents and teachers who are looking at a variety of methods for meeting a diversity of educational needs. Also, programs such as distance education, school advisory councils, and mini courses are helping to provide options within the existing system. With such new models springing up and existing ones receiving a new following, indications are that the overall education system will be better able to offer students what they need: opportunities to grow and develop within an up-to-date and responsive education environment.

BEST COPY AVAILABLE

The research done for this project indicates that although a wide range of alternatives already exists in Canada, accessibility is a problem for interested students, parents, and communities. Geographical location, inflexible school board policies, and a lack of legislation can make utilizing alternatives extremely difficult.

The New Learning project maintains that it is vital that Canadian education systems make efforts to motivate people, meet the needs of students, parents, and communities and encourage diversity. Educational alternatives in Canada are attempting to add to this diversity and thus satisfy the associated needs. It must be recognized that different educational environments work for different people, and no single form of education is suitable for everyone. New Learning alternatives offer viable education options to parents and students and creative challenges to the mainstream education systems.

CHAPTER 4 - COMMUNITY DEVELOPMENT AND ADVOCACY

Introduction

The realization of the New Learning vision for community-based education is dependent on change occurring at several levels of society. Change must take place at the family and community level, with parents and citizens assuming responsibility for education and becoming lifelong learners and teachers. It must take place within organizations, institutions and businesses in order to integrate the process of education with the activities of living. And it must take place among public administrations and elected governments so that public resources can be effectively distributed to meet the diverse educational needs of students and communities.

As citizens of a democracy we have not only the power to elect representatives, but also the responsibility to ensure that our governments abide by the wishes of the people. This responsibility demands diligence of its citizens and participation in the process of design and implementation of public programs. To participate effectively requires knowledge and organization. To influence change demands awareness of better alternatives.

The aim of the New Learning Project is to equip individuals and communities with the tools and strategies necessary to exercise their democratic powers and responsibilities. Chapter 4: Community Development and Advocacy, uses the experiences of the Margaree community to illustrate means for community development and to present tactics for education advocacy.

The On-Going Need For Change in Public Education

Citizens of all three maritime provinces have been told by provincial governments that the "status quo" in education is not an option, that small community schools are not viable, and that the need to diversify curricula necessitates more students per school. The popular solution is to close community schools and to bus children to larger amalgamated schools. This solution essentially *maintains* the "status quo" in the education system, however, as it only changes the pattern of infrastructure while the organization of the education system remains the same. **Amalgamation is only a temporary solution. When enrollment drops further, or when program needs increase, the viability of amalgamated schools declines.**

Maritime communities have resisted education restructuring plans that call for closing community schools. In Inverness County,

Nova Scotia the resistance has continued for more than a decade. Several communities in the county have been fighting to keep their schools, demanding an alternative to the "status quo" (in effect) of amalgamation. In the process of fighting to keep their schools, these communities are becoming organized and aware. They are networking with other communities, they are conducting complex campaigns to preserve community-based education, and they are demanding alternative solutions in which the community has more control over the form of education for their students.

The New Learning Guide proposes that the form of education that best meets the needs of students varies from community to community. The current monolithic structure of public education is unable to meet the diverse demands of students and communities. Real change in education in the maritime provinces is needed and can be accomplished by introducing flexibility into the dominant structures, not simply by redistributing infrastructure.

Crisis in the Structure

Public education in the Maritimes is dominated by the departments of education and the unions that represent teachers and administrators; these are the main pillars of the education structure. It is this structure that determines the funding of public schools and defines the terms and conditions of delivering education programs. Essentially, it is this structure that dictates the closing of community schools and the busing of students away from their home communities.

In Nova Scotia, the education structure has been in crisis, and the crisis is demonstrated by several recent government initiatives. Millions of dollars of public funds have been diverted to the teacher's pension plan bailout and early retirement programs in order to reduce the impact of declining enrollment on teachers and administrators. The government is giving up ownership of new schools through the controversial P3 (private-public-partnership) deals, so that crumbling infrastructure can be replaced with the intention of not immediately adding to the provincial debt.[1] And, these new privately-owned schools will be amalgamated institutions. Resisting communities argue that these government manoeuvres will only add to the crisis in the long term; that they will end up costing much more and they will contribute to the erosion of the public education system. Not only will students suffer exile from their communities, but also they will struggle with an onerous future tax burden.

Throughout North America celebrated educators agree that the crisis in education is extreme and goes well beyond the distribution of infrastructure and money. Heather-Jane Robertson, in her book *No More Teachers, No More Books*, attacks the proliferation of high technology in schools and the resulting dehumanization of education.[2] Neil Postman, in *The End of Education*, challenges mainstream education systems that according to him, classify students, postulate truth, punish dissension and discourage diversity.[3] John Taylor Gatto's book, *Dumbing Us Down*, goes so far as to argue that schools are the very antithesis of education, stifling learning through an oppressive structure whose purpose is to maximize the economies of "education industries" with minimum interference.[4]

While the critics approach the crisis in education from different directions and propose a variety of answers, all agree that the strengthening of families and the developing of communities are key to the quest for student-centred solutions.

Community-Based Education; A Catalyst for Community Development

"Community development" has become a common strategy in the search for solutions to problems in our society. It has acquired many meanings, depending on the proponent. Government-supported community development programs have typically focused on economic development by offering grants to stimulate the establishment of businesses, jobs and infrastructure. A common problem with this approach is that as soon as the government funding ceases, the program collapses. Research cited by McKnight and Kretzmann shows that top-down community development programs do not present the solutions that people want and do not have residual benefits to community members.[5]

Progressive community-development proponents are now saying that we need to stop designing programs around community deficiencies, and to begin mobilizing community strengths to determine strategies for development. Successful programs are those that utilize the myriad of assets present in all communities and allow all citizens to contribute to the articulation of the community vision for development. The realization of this vision requires the participation of citizens, organizations, businesses, educational institutions and governments in association, directing development and building communities from the bottom-up and the inside-out.[6]

Seeking Better Solutions

In the interests of students and communities better solutions are needed. The New Learning Project proposes that each Maritime community has the potential to determine the form of education that best meets the needs of its students.

Despite their diversity, Maritime communities share the goal of offering their students the best possible education. For many people this means community-based schools, and many communities are willing to fight to keep their schools. Education is one of the few issues capable of uniting communities, and no other issue arouses such emotion and commitment as our concern about the future of our children.

A partnership between community and school is essential in realizing the concept of "New Learning." The existence of a vital school is dependent on and contributes to the vitality of its community. As this mutually supporting dynamic becomes ingrained in the culture of the community, learning and teaching transcend the classroom and become catalysts for on-going community development.

For the past ten years the Margaree community has been actively resisting the government's approach to education restructuring and has been developing its own strategies for community-based education. This decade-

long struggle has included successes and failures, merits and mistakes; all are opportunities for learning. For illustration purposes, the story of Margaree's fight to save its school is presented below. This story reveals many tactics for education advocacy which will be further explained in following sections.

The Story of Margaree's Fight to Save Its School

Nestled in the valleys of a beautiful river system in western Cape Breton, Margaree is comprised of a number of small communities which were established by French, Irish and Scottish settlers in the 18th and 19th centuries. Other smaller settlements emerged along the main brooks of the watershed until the population peaked in the 1890's. At this time and in the decades that followed community schools were focal points of every settlement. By the middle of the 20th century the employment opportunities of industry had attracted a significant number of Margaree people away from the land and many of the remote settlements were abandoned. The population of the eleven villages along the river had declined and the viability of village schools decreased. School consolidation was the dominant solution to declining enrollment and increasing demands for enhanced education programs.

The small community schools in Margaree all disappeared in the 1960's, 70's and 80's; the most recent consolidation occurring in 1987 when "Option 4" closed the schools in East Margaree and Belle Cote. People living throughout the Margaree River system were left with two schools: a Primary to Grade 6 in North East Margaree and a 7-12 school in Margaree Forks. These two schools drew students from a radius of twenty-five kilometres, from Big Intervale to Terre Noire to Upper Margaree. Then at the end of the 1990-1991 school year the Inverness District School Board released a proposal to send the high school students from Margaree to Inverness, approximately twenty-eight kilometres away. Parents in Margaree vowed to fight the School Board's proposal and the Margaree school trustees held a series of public meetings to decide what to do.

Margaree S.O.S. (Save Our Schools)

Following these meetings the Margaree Save Our Schools Committee (S.O.S.) was formed and S.O.S. road signs and bumper stickers appeared throughout the community. S.O.S. staged a demonstration of five hundred protesters and coordinated a two-day county-wide student strike. In the October school board election they campaigned successfully to elect to the Inverness District School Board (IDSB) five of the six rural candidates who were committed to preserving the community-based education system. For the next five years, the Margaree S.O.S. maintained a high profile in education in Inverness County, with many briefs and presentations to the provincial government and the School

Board; awareness-building, fundraising and advocacy within the Margaree community; and dozens of media "spots" to spread the word about community-based education.[7] Out of this activism emerged a pride in the Margaree community-based schools, which galvanized the resolve of the small communities along the Margaree watershed to educate their children in Margaree.

The Moratorium on School Closures in Inverness County

Despite this resolve, in September, 1995, the IDSB again identified the Margaree Forks School for permanent closure. A Study Committee was formed to comply with Department of Education guidelines for school closures, and at the same time, the Margaree Education Coalition, newly formed from the S.O.S. Committee and the other education-oriented organizations in the Margarees, began an intensive challenge to the wisdom and legality of the board's decision. The Coalition's campaign included a petition calling for a one-year moratorium on school closures, signed by 1200 citizens of Margaree; a meeting with the Minister of Education; radio and newspaper articles; and several public meetings. The Study Committee, after holding several meetings of its own and producing three Newsletters, concluded that it was unable to anticipate the impact of up-coming school board amalgamation; and on 12 December, 1995 the student representative on the Study Committee recommended that the IDSB declare a 1-year moratorium on school closures for the District.[8] The Board agreed unanimously.

The "Kitchen Forum"

The one-year moratorium gave the Margaree Education Coalition and the community time to launch a rigorous bottom-up strategic planning process. The Coalition wished the process to be as inclusive as possible, giving everyone the opportunity to participate. Drawing from the successes of Rev. Drs. Moses Coady and Jimmy Tompkins, the Coalition organized 17 neighbourhood meetings, called "The Kitchen Forum." The goal of these meetings was to gain an understanding of the needs and wishes of the people of Margaree regarding P-12 education. Minutes of the discussions were kept and a report was produced and circulated to every household in Margaree. The "Kitchen Forum" reaffirmed the commitment of Margaree citizens to maintain and improve P-12 education in the community. Two models for the governance of the community school were proposed (options 1 & 2 described below), and it was evident that a second round of meetings was needed to give a clearer direction to the strategic plan.[9]

"Forum II," held in April and May, 1996, consisted of 21 neighbourhood planning meetings that were more structured than the first round. Guided by facilitation teams, participants discussed the "Forum Report" and evaluated the two options for governance described in the report. Each Forum II meeting elected a delegate who would represent the opinions of the neighbourhood at a planning workshop. In preparation for the workshop, the notes and charts from Forum II were reviewed and organized and the Coalition obtained the services of a professional facilitator.[10]

The Kitchen Forum will be explained in greater detail in the section on building community.

The Concept of a Community-Operated Public School for Margaree

At the day-long workshop on June 15th, participants established critical issues and priorities and identified opportunities and strategies for realizing the common goal of maintaining P-12 education in the Margaree community. The workshop unanimously passed a resolution to prepare a strategic plan for P-12 education in the Margarees that would enhance the current education system and that could be administered either by the Strait Regional School Board (Option 1) or, alternatively, as a *community-operated public school* independent of the School Board (Option 2).

With this clear mandate, the Margaree Education Coalition prepared a brief strategy for education in the Margarees and presented it to the newly amalgamated Strait Regional School Board at the October 1996 public consultation meeting in Margaree Forks. At that meeting, Margaree's two Home and School Associations and a number of other organizations and individuals also presented briefs and comments, all opposing the board's plan to close Margaree Forks District High.

Protest Against the Regional School Board's Restructuring Plan

After the October 9th consultation meeting, the Margaree Education Coalition continued to lobby School Board members. About 250 parents and children demonstrated at the School Board offices on December 4th, and presented to the School Board a petition of 756 signatures of parents and citizens not willing to allow their children to be bused outside Margaree. Around this time, the School Board received ninety requests from Margaree parents for home schooling application forms.

On the morning of 9 December, 1996 seven high school students, all of them leaders at Margaree Forks District High, surprised the community by taking over the school building. They wanted to make clear their determination to be educated in their home community and to urge the School Board to vote against the school closures outlined in its restructuring plan title *The Future Is Now!*.[1] The Board nevertheless voted in favour of the closure principle. After the seven students left the building on the morning following that vote, the entire student body of Margaree Forks District High joined their protest with a one-day boycott of classes.

The actions of the "Margaree Seven" spurred protests in other schools and helped galvanize a number of communities to resist school closures and busing. Through the facilitation of the Extension Department of Saint Francis Xavier University, twelve communities met together in January to discuss strategies for preventing school closures. The region-wide Education Coalition, which had representatives from all four counties within the Strait Regional School Board (spanning a distance of more than 300 kilometres), was formed to exchange information, consider strategies, and support one another's efforts to resist school closures.

Accelerated Push for a Community-Operated Public School

With the School Board's decision in favour of school closures, support for a community-operated public school in Margaree grew and the Margaree Education Coalition's effort to make this a reality went into high gear. In the months following the 11 December vote, the Coalition applied for registered charitable society status, elected a board of directors, appointed a temporary coordinator, and began actively recruiting a full time coordinator. Fifty volunteers joined committees to work on fundraising, advocacy, community awareness building, student empowerment, and proposal development.[12]

During the first 6 months of 1997 a "Draft Proposal Outline" of the Strategy for Education in Margaree was developed and widely circulated among education stakeholders in Nova Scotia.[13] Kitchen Forum III was held in June, 1997 with the purpose of gaining public input into the proposal.[14] At this time, a full-time coordinator was hired on a 6-month contract to complete the proposal for the "Community-Operated Public School" and to present it to the Minister of Education and the Strait Regional School Board (SRSB).

Regional School Board's Counter Proposal

Meanwhile, the SRSB launched its "Finding Solutions" campaign to address widespread opposition to its restructuring plans. The "solution" in North Inverness County was to be a new Primary to Grade 12 school in Belle Cote, on the north end of the Margaree Community. The Margaree Education Coalition was asked by the school board to sponsor a community vote on this concept. A mini-referendum was held in September, 1997, and 818 ballots were cast. Two questions were asked. The first question asked voters to choose between the options of building a new P-12 school in Belle Cote or upgrading the current Margaree schools. 60% of the votes favoured the upgrading of the current schools; 40% preferred a new school (many in this group felt that the other option was not a real possibility, given the school board's position). The second question asked the people of Margaree if they supported the establishment of a Community-Operated Public School. 50.3% answered "NO" and 49.7% said "YES."

Although the majority of voters wanted the existing schools refurbished, the SRSB vetoed this option. The Margaree Education Coalition met with the superintendent of the SRSB, who encouraged the Coalition to propose sites for the new school. MEC struck a committee of its Board, which proposed 5 sites. None of these were accepted. Instead, a site on the boundary of Belle Cote and Terre Noire was selected and approved and the North Inverness Education Centre and Academy was to be built by a private consortium and leased to the SRSB. Construction of this school is underway as this book goes to press.

New Learning Project Launched

The mini-referendum and the decision of the SRSB to build a new Primary-12 school

within the catchment area of the Margarees had profound impact on the work of the Margaree Education Coalition. Many people in Margaree felt that the battle was won: Primary-Grade 12 education was preserved in Margaree. On the other hand many citizens felt that the campaign for community-based education was defeated, as the construction of the new school in Belle Cote would obligate the English-speaking students from Cheticamp and Pleasant Bay to leave their communities and attend school in Margaree. This journey is particularly onerous for Pleasant Bay students as it involves precipitous mountain roads, dangerous weather conditions and a distance of about 70 kilometres.

Nevertheless, more than a decade of struggle had built awareness of education issues and had generated a vision of education within the Margaree community that will continue to benefit students, families and community into the future. The Margaree Education Coalition felt that other communities in the Maritimes, as well as Margaree, could benefit from this information and experience. A decision was made at MEC's 1998 annual general meeting to gather and distribute relevant information on education issues within the Maritime provinces. The Donner Canadian Foundation had agreed to support such a project, and once the charitable status was approved (more than eighteen months after application was made) the grant went through. In December, 1998 the "NEW LEARNING PROJECT: Education Opportunities, Alternatives and Enhancements for Maritime Communities" was launched.

Building Community: The Kitchen Forum

Building community involves raising citizens' awareness and finding consensus. The more a community knows about education issues, the greater its strength in influencing government. Through this awareness the community is better able to communicate with decision-makers and to impress upon governments the importance of addressing their concerns. Increased awareness also allows the community to process its myriad opinions and establish common ground in this very complex issue, so that it can confront bureaucrats and elected representatives with a united voice.

The Kitchen Forum has already been briefly mentioned as a tool for building awareness and consensus. The following sections outline the process Margaree went through in organizing, conducting and compiling results from our forums.

The Margaree Kitchen Forum is modelled after the study club kitchen meetings made popular by Rev. Drs. Jimmy Tompkins and Moses Coady. Communities in northern Nova Scotia were in crisis during the great depression and the study clubs in communities such as Pictou, Reserve Mines and Margaree worked wonders in empowering the poor and establishing alternative institutions (cooperatives and credit unions) that were owned and operated by communities.

The Antigonish Movement became a worldwide vehicle for adult education and community development, provoking the disadvantaged to become "masters of their own destiny."[15]. The work of these inspiring pioneers of social democracy continues today through the programs of the Coady International Institute at St Francis Xavier University, Antigonish.

Purpose of the Kitchen Forum

Until the one-year moratorium on school closures was announced by the Inverness District School Board, the fifteen or so active members of the Margaree Education Coalition (MEC) had been waging an essentially reactive campaign to save the community's high school. The moratorium offered the opportunity to conduct a proactive planning and design process with the objectives of generating a better strategy for the education of Margaree students and presenting it to the Minister of Education and the regional school board. In order to do this the MEC wanted to hear the ideas and concerns of everyone in the community. The multitude of public meetings that had been conducted in the past were well-attended and rich in content. But they were dominated by the same people and the same ideas. Some sectors of the education community, notably teachers and students, were reticent to speak up in public. Others were too shy to voice their ideas, and many just didn't like meetings. The MEC wanted to use a different forum in which everyone would feel included and comfortable. It was decided to begin a series of neighbourhood meetings, each of which would be hosted by a willing family and facilitated by members of the Margaree Education Coalition. Through the next sixteen months three rounds of "kitchen forums" were held; a total of fifty-two meetings. The ideas and opinions expressed during these meetings became the foundation of the strategy for education in Margaree.

Organizing the Kitchen Forum

A coordinating committee was named and approximately twenty neighbourhoods were identified within the Margarees. The coordinating committee undertook the following tasks in preparation for the Kitchen Forum:

- Identify host families for each of the neighbourhood meetings
- Identify teams of facilitators and minute-takers, and provide orientation
- Draft objectives and agenda for the meetings
- Gather and reproduce useful background and resource material
- Schedule the meetings (all to occur within a two week period)
- Distribute printed invitations to each host
- Arrange advertising

The host families were centrally located in their neighbourhoods and had a space in their homes that could comfortably hold a meeting. They were offered expense money to enable them to serve tea and a snack and were given a short orientation on how the meeting would proceed. They were provided with invitations and asked to distribute them throughout their neighbourhood, with the objective of attracting 8-15 participants of various ages and backgrounds. In addition to providing the venue, the hosts participated in the forum; they did not have to conduct the

meeting, record the minutes or provide information.

The facilitators and minute-takers were selected from the active members of the MEC. They possessed an understanding of the history of the education issue in Margaree and the fundamentals of facilitating (not dominating) small meetings. The facilitators had the responsibility to ensure that all participants had equal voice and that the agenda was covered. The minute-takers were responsible to record the full range of opinions as objectively as possible. At the end of the meeting, the minutes were read back to the group to ensure that they reflected what had been said.

The agenda for the first round of meetings was general and open-ended; facilitators were asked to make sure the following questions were considered:

- Do you have any concerns about the education system as you know it in Margaree? If so, what might they be?
- Are you aware of the potential closure of the Margaree Forks School?
- How strongly do you feel about keeping a school in the Margaree Community?
- What do you think is needed for the successful education of Margaree students?

The agenda for the second round of meetings was more specific, and intended to guide deliberation on possible solutions for education in Margaree. Invitations to participants stated the following objectives:

- to focus the opinions of each neighbourhood
- to evaluate the options for education in our community
- to "brainstorm" strategies to realize our goals
- to elect a representative of each neighbourhood, who will become a member of the "planning team."

The invitation to the third round of neighbourhood meetings, called "Forum III" stated the following: "The purpose of Forum III is to gather your input on the work of the Coalition to date, and to incorporate your ideas into the document "Strategy for Education in Margaree."

Delberation Vs. Debate

In conducting the kitchen forum meetings, the facilitation teams used techniques to encourage the free expression of opinions, without judging the ideas or the participants. It was emphasized that an environment of trust was necessary to enable the ideas and concerns of every participant to be considered by the group, without prejudice. This process of deliberation, in contrast to normal debate, encourages neighbours to understand differing opinions, to evaluate ideas more objectively and to arrive at conclusions through consensus, with the support of the group as a whole. This process does not preclude dissenting or minority opinions. These were recorded and identified as such. Deliberation has the advantage of using everyone's opinions in determining the outcomes, resulting in the on-going support and participation of a greater number of community members.

In order to record the ideas as they were voiced and to stimulate thought, flip charts were most effective. The minute-takers were able to use these sheets to organize the report

of each meeting. The flip charts also allowed participants to prioritize the issues and actions and to ensure that the minutes were accurate reflections of the discussions.

Results of the Three Kitchen Forums

The minutes from the first round of seventeen meetings were distilled into a six page report that was mailed to every household in the Margarees. The report presented several significant outcomes:

- A common resolve was articulated: "the people of Margaree are resolved to continue primary to grade twelve education in our own community.
- We must improve education in Margaree
- A single Primary to Grade 12 school in Margaree is our best long-term option for community-based education.
- Two models for running the school emerged:

  #1.retain and enhance the current education system

  #2.establish our own Community-Operated Public School
- A second round of meetings is needed to further consider the options.

Twenty-one meetings comprised "Forum II" and each neighbourhood elected a delegate to attend a day-long planning workshop. The minutes from Forum II were reviewed and organized in terms of "concerns, appreciations and needs" and these were circulated among the participants. Each delegate was given a copy of the minutes from her/his meeting and instructed to represent those opinions at the workshop. The workshop analyzed the critical issues, set priorities and identified opportunities. As a result of the day's work, the following resolution was passed:

> **"that the Margaree Community, through the Margaree Education Coalition, prepare a strategic plan for education in the Margarees that describes the enhancement of the current education system, to be administered by the Strait Regional School Board; and that this Strategic Plan should have the capability to establish a Community-Operated Public School, to be administered by an empowered Margaree School Council."**

Following the Forum II planning workshop, the Margaree Education Coalition generated a "Draft Proposal Outline" for its strategy for education, and prepared to receive community input. The third round of the kitchen forum process consisted of fifteen meetings. Forum III participants used the "Draft Proposal Outline" as a basis for discussion. Many useful ideas were expressed on school programs, extra-curricular activities, governance, maintenance and teaching resources. In addition, several critical concerns about the regional school board and the Margaree Education Coalition were revealed. The "Forum III Report" was mailed to all homes in Margaree.

The three rounds of kitchen forum meetings and the planning workshop succeeded in assessing the education needs of the Margaree community in a participatory and inclusive manner. The progression from general concerns of the first round through to the specific issues of designing a strategy for education in Margaree in the third round gave both direction and credibility to the work of the Margaree Education Coalition.

Building Awareness - Further Tools

The kitchen forum process described above is an excellent way to assess and express the educational needs of communities such as Margaree. This process occurred because many people felt that the public education system has not been meeting their needs and that changes have to be made. Having determined their priorities and having designed their solutions, such communities are left with the daunting task of effecting change in the system of education. We are fortunate to live in a democracy that enables citizens to influence the laws, policies and actions of government. Typically, such influence occurs from the top-down, with wealth and established power wielding the greatest control. However an organized and developed community has the potential to utilize our democratic structures to effect long-lasting change that is in the best interest of the majority of people.

The MEC used many well-known methods of organizing and educating its citizens and these methods will be discussed below, along with pointers on how to maximize success.

In general, the mechanisms for building awareness are based on effective communication. This communication must be trustworthy, transparent and on a popular level. Inaccurate information is very damaging to any cause and erodes the credibility of the group or organization trying to make change. In a public issue like education, information must be available to everyone, with no hidden agenda. And the information must be presented so that it is engaging and easily accessible.

Furthermore community education is a very emotional issue. Emotion can be a great ally in attracting and motivating campaigners for change. But anger must be controlled and not allowed to become destructive. Any person, organization or office that is named or that has a direct relationship with the information being distributed must be sent copies. This is not only a courtesy, but also an effective way of initiating communication. Personalities must be excluded from debate, as they cloud the issues and impede the search for solutions.

Following are some common tools for building awareness within communities along with guidelines which have been found useful:

Public Meetings:

- Advertise the meeting at least one week in advance or in compliance with by-laws.
- Use free public service announcements in newspapers and on radio.
- If appropriate, invite decision-makers.
- The purpose of the meeting should be clearly stated.
- Use a written agenda and aim to end the meeting within a reasonable amount of time.
- The chairperson should be skilled at running a meeting and should be supported by a vice-chair.
- Minutes should be recorded and read at the next meeting.
- Utilize several speakers to present information in order to offer variety and maintain interest.
- Devote adequate time to hear concerns from the floor.

- At the end of the meeting review decisions and action items, and evaluate the outcomes against the stated purpose.
- If required, set the date for the next meeting.

Fact Sheets:

- The information on a fact sheet should relate to a single issue, with the intention of "arming" community members with important facts on the issue.
- If possible, restrict it to one page, with a maximum of 10 major points.
- First present facts that outline the issue, then information on concerns and solutions, then possible actions by the community and finally addresses of decision-makers.
- Identify community contact people, with phone, fax and e-mail addresses.
- Aim to distribute the fact sheet to every household in the community.

Newsletters:

- To be effective, newsletters should appear at regular intervals and should be distributed to every home in the community.
- Present clear information on the work of education organizations in the community, the region, province and beyond.
- Feature information on the organization producing the newsletter (committees, board, coalition, etc.)
- Offer objective analysis of education issues and government programs.
- Respond to concerns and requests from the community for information.
- Design the newsletter with a recognizable masthead and layout.
- Produce the equivalent of two or four 8 1/2" X 11" pages.
- Photocopy up to 2000 copies; beyond this, consider off-set printing.
- Send newsletters to community organizations, schools, school boards, public libraries, media and relevant government offices and representatives.

Door-to-door; Face-to-face:

- One-on-one contact is the most effective way to build awareness and to motivate action.
- To be effective, door-to-door campaigns require a large, organized team (at least ten members), with supporting handouts.
- Divide the community into "neighbourhoods" and identify a skilled and respected volunteer in each neighbourhood to go door-to-door at a time when people are home.
- Use door-to-door to conduct surveys on the issues, to disseminate information, to recruit support, to raise funds and to coordinate confidential actions.

Sign Campaigns:

- Community road signs express solidarity on education issues. Such signs draw the attention of passing motorists to the concerns of the community.
- Signs should be in good taste and of reasonable appearance.
- Lawn signs must have the agreement of the property owners
- Signs on public rights-of-way must be maintained and removed when obsolete.
- Creating slogans and painting signs can bring the community together.

- A series of four or five small signs approximately fifty meters apart, with a rhyming slogan is very effective (Burma-Shave style).
- Bumper stickers are eye-catching and spread the message beyond the boundaries of the community.

Establishing Organizations

Advocating for change in the structure of public education requires an organized and resourced campaign. Community organizations lend credibility to the cause and provide a focus for support. Through organizations, the work on the issue can be distributed and progress can be evaluated. Accountability to the community can be assured through the formalized structure of the organization. Both power and responsibility increase as the organization grows. It should be remembered that community organizations take considerable volunteer effort to establish and maintain, and this work increases as the organization grows in size and complexity. Registered societies and charities entail legal responsibilities, which include regular meetings, the payment of annual fees and the submission of reports. Officers of formal organizations must be willing to accept these responsibilities and to hold the organization accountable to its mission. The general membership of community organizations must guard against the complacent assumption that the executive is doing all the work of the organization. To maintain an effective organization in the long term all members must contribute to the work.

Organizing a community effort may involve varying levels of formal organization at different stages of the effort or according to the situation. The main types are described below.

Ad Hoc Committees:

- An "ad hoc" committee is a group of self-selected people that come together to achieve a specific purpose.
- The committee members should agree to a set of goals and objectives and select a name that reflects the group's purpose.
- The committee is free to conduct its affairs any way it wishes, as there are no legal requirements for meetings, officers, fees or reports.
- To function effectively the committee should appoint a chairperson to run the meetings, a secretary to record the minutes and handle correspondence, and a treasurer to manage the funds.
- Spokespeople to represent the committee may be selected from the officers or from the general committee membership.
- Individual members of an ad hoc committee are legally responsible for their own actions.
- Ad hoc committees with more than 15 members should consider dividing into sub-committees or becoming a more formal organization.

Associations and Societies:

- By establishing a registered association or society, community organizations can remove liability from individuals and transfer responsibility for the activities of the group to the legally established organization.
- In Nova Scotia organizations may become registered with the Registry of Joint Stock Companies under the provincial Societies Act.
- In Prince Edward Island non-profit organizations are registered under Part 2 of the Companies Act with the Corporations Division of the Dept. of Provincial Affairs.

- In New Brunswick registration is filed with the Corporate Affairs Division of the Dept. of Justice.
- To become a registered society, the organization must file a memorandum of association with the province which states the name of the society, the objects (aims) of the society, the geographical area of its activities, the location of its registered office and the names, addresses and occupations of its founding directors.
- Initial registration fees vary.
- An Atlantic-based name search is required in all three provinces and a fee is charged.
- The organization must draw up a set of by-laws to govern its operation. Typical by-laws state the requirements of membership, the manner of conducting meetings, the appointment and powers of directors and officers, the auditing of accounts, and various miscellaneous rules and regulations. (Contact a lawyer for a standard format.)
- The organization is required to submit annual reports, including the list of directors and officers, the notice of registered office and the appointment of a registered agent. In Nova Scotia the society must also pay an annual fee.
- The membership of the organization must be served in accordance with the by-laws, holding meetings with the required quorum and presenting information such as audited financial statements.
- As the work of the association becomes more complex, committees should be set up that are accountable to the board of directors and that have members from the board and the general membership. Examples of committees include fundraising, communications, advocacy, research, coordinating, student actions, etc.
- The advantages of being a registered society include increased credibility with other organizations, government offices and the media.

Registered Charities:

- Charitable status may be acquired by registered societies from Revenue Canada, Charities Division.
- To qualify, the objects (aims) of the organization must fall within Revenue Canada's guidelines for charitable activities.
- The organization must submit an application to the Charities Division with the objects of the society as defined by the memorandum of association, a statement of past activities, planned activities for the next twelve months, the previous year's financial statement and a budget for the next year.
- The approval process takes several months.
- The new charity will receive a business number and a date of registration.
- The business number allows the charity to issue tax receipts for donations, to access grants from many foundations and to claim back part of its HST contributions.
- To maintain its charitable status, the organization must submit a "Registered Charity Information Return" within six months of its fiscal year end, together with a financial statement.

Coalitions and Networks:

- Organizations within a community that share goals can form coalitions. While the establishment of new organizations can help realize the community's vision and goals for education, organizations that already exist are valuable community resources to help advocate for the form of education needed by students of all ages. The cooperation among home and school associations, development organizations, school councils, senior citizens' groups, church organizations, youth groups and others can be a formidable force in a coordinated effort to protect and enhance community-based education.

- Wider coalitions are formed to address large issues that affect several communities. Geographical distances and variations in concerns from one community to another make this type of coalition difficult to maintain. Considerable commitment of time and effort is required.
- Coalitions can have added influence with governments, non-governmental organizations and the media.
- Networks are communication links through various media among individuals, organizations and institutions with a common interest. Networks are effective and accessible with modern information technology.

TO REGISTER YOUR ORGANIZATION

Nova Scotia
Registry of Joint Stock Companies
P.O. Box 1529, Halifax, N.S., B3J 2Y4
Telephone: (902) 424-5222

Prince Edward Island
Corporations Division Department of Provincial Affairs and Attourney General
P.O. Box 2000, Charlottetown,
Prince Edward Island, C1A 7N8
Telephone: (902) 368-4567

New Brunswick
Corporate Affairs Department of Justice
P.O. Box 6000, Fredericton,
New Brunswick, E3B 5H0
Telephone: (506) 453-3860

Charities Division, Revenue Canada,
Customs, Excise and Taxation
400 Cumberland Street
Ottawa, Ontario, K1A 0L8
Telephone: 1-800-267-2384

Fundraising

Regardless of the structure of the organization, every community-based group intent on effecting change in public education will need to raise funds. Whether fundraising consists of members of an ad hoc committee reaching into their own pockets for donations, or a registered charity sending out proposals to potential donors, asking for contributions requires a clear purpose for the funds and accountability for expenditures. The organization's treasurer is a key member of the executive team, and the person holding this position must be diligent in maintaining an appropriate bookkeeping system. As funding needs become greater and the process becomes more complex, a committee with a number of energetic members is needed to generate ideas and divide the work.

Community-based fundraising is essential for community-based organizations. Even registered charities with substantial foundation grants must contribute to their own core funding, as most outside donors will not provide money for the every day running of the organization. On the other hand, money raised within the community is discretionary and can be used however the organization sees fit.

Fundraising must be associated with a clearly defined need. Donors will not support an organization that is spinning its wheels or functioning without a mission. This is an important factor in fundraising, as it forces the organization to state its purpose and to evaluate its actions. There are many organizations, large and small, that are competing for limited donations. Successful fundraising requires clear vision and effective strategy to address an important issue.

Fundraising activities can also motivate and bring communities together. Many fundraising events are fun, with people feeling that they are getting something of value for their donations as well as satisfaction from contributing to a cause. In addition, fundraising activities can be a medium for building awareness and disseminating information.

Fundraising entails significant responsibility. Volunteer-based, not for profit organizations must be transparent with income and expenditures. Regular public financial reports are a necessity. Potential community donations are finite and therefore organizations must be sensitive to the financial needs of other organizations in the community, so as not to be seen to be greedy. Cooperation rather than competition among organizations is preferable when organizing fundraising activities.

Organizations should also consider setting guidelines to control the sources of funds. Major donors give money for the purpose of supporting "good work." However, there may also be conditions attached to donations, such as advertising or other public association with a product, company or philosophy. Directors of organizations must be cautious that the mission isn't changed or compromised by accepting a certain donation or project grant.

There is a wide range of possible ways to raise funds. Organizations should choose those that are popular and appropriate for the time and place. Following are some fundraising ideas:

- **Direct requests for donations:** direct mail, face to face and door to door; requests to businesses and specific individuals.
- **Special events:** pot luck suppers, dinner and desert theatres, reunion dances, family fun events, barbecues, book fairs, etc.
- **Donation of articles and services:** sold at auctions, yard sales, flea markets, etc.
- **Lottery events:** selling tickets on popular items, even-split draws, etc.; provincial permits required.
- **Partnerships and sponsorships:** support from community development programs and institutional and commercial donations; e.g. MTT Community Builders Program.
- **Sales of products:** T-shirts, buttons, posters and other items advertising the cause; crafts, produce, forest products such as Christmas trees, firewood and fenceposts.
- **Major projects:** many community volunteers contracting with a firm to do major work such as land and right-of-way clearing, pulp cutting, construction, etc. For example, the MEC was offered a stand of timber by a company which needed it cleared. Dozens of volunteers with chain saws cut it and its sale brought in a considerable sum.

Applications for Grants from Foundations:

There are many regional, national and international foundations dedicated to the financial support of education initiatives. However, the quest for support is highly competitive. The resources listed below can be extremely helpful. The following are a few points to keep in mind when approaching foundations for money:

- Understand the foundation before making a proposal. Foundations tend to focus on particular aspects of an issue. (These specific interests are included in *The Canadian Directory to Foundations and Grants.*) Knowing what activities are most likely to receive support can save your organization valuable time and expense.

- Make use of your contacts and networks. Knowing a member of the Board of Directors of a foundation is a definite advantage in having your project approved. Also, key people with other organizations that receive support from a foundation can provide valuable recommendations in favour of your application for support.
- Be clear about your goals and objectives. This will not only simplify the assessment of your proposal, but also ensure an appropriate match between the foundation and your organization.
- Include a realistic and well thought-out budget with your proposal. Present a brief history of the project, highlighting other fundraising initiatives and your plans for on-going financial management. Keep in mind that most foundations will not support operating costs, debt reduction, or projects that may become profit-making.
- Most foundations will only support a society that has received charitable status from Revenue Canada. The process of acquiring this status usually takes three to six months, although it may take considerably longer to satisfy Revenue Canada that the objects of your organization constitute charitable activities.

Resources for Foundations, Charities and Societies:

Publications:

The Canadian Centre for Philanthropy publishes extensive material on Canada's charitable sector.

- *The Canadian Directory to Foundations and Grants*. The book is expensive to purchase, but it can be borrowed from public libraries across Canada and it is also available through an online database.
- *Building Foundation Partnerships* (1995). A how-to manual that covers the basics of foundation fundraising and proposal writing.
- *Creating Effective Partnerships with Businesses* (1996). A guide to corporate fundraising for charities and non-profits in Canada.
- *Planning Successful Fundraising Programs* (1990). A popular book outlining everything you need to get started in fundraising.

The Canadian Information Source also supplies publications on charitable groups in Canada.

- *Grant Foundations Guide* (2000). A listing of 2500 private and public organizations supporting non-profit, charitable and religious organizations in the Maritimes.
- *The Maritime Government Programs Guide* (1999). A listing of every federal and provincial grant, loan and assistance program available to non-profit or profit groups in the Maritime provinces.
- *Guide to Granting Corporations*. A listing of the top 1000 corporations who have had a history of supporting non-profit charities and religious efforts.

Patron Lists:
Lists of patrons that support projects and organizations similar to yours can be useful in the search for funders. Patron lists can be found in magazines dedicated to not-for-profit organizations such as Crossroads, and on Internet homepages and newsletters of established charities and societies. Keep in mind that some foundations prefer to remain anonymous in order to avoid receiving excessive numbers of project proposals.

Big Online:
Big Online is a database of funding sources throughout Canada and the United States that is operated by Metasoft Systems Inc. It includes foundation profiles, government sources, contact information, sample propos-

als and weekly news updates. Metasoft charges a fee for user access and in turn provides full access to its listing of almost 5,000 funding opportunities.

- For further information on the Big Online Database visit their homepage at: www.bigdatabase.com/bigonline.nsf/publish/welcome

Additional Internet Resources:
There are numerous listings of charities and foundations concerned with enhancing community education that can be found through random Internet searches. The following are some sites focused on education in Canada:

- Canadian Education Policy and Administration Network: www.cepan.ca
- Canadian Social Planning Network: www.ccsd.ca
- Charity Village: www.charityvillage.ca
- The Citizen's Handbook: www.vnc.bc.ca/citizens.handbook/
- Directory of Funding Agencies: http://pansy.rgo.ualberta.ca/rgodocs/sources/net_sources.html

Advocacy

Media Campaigns

Newspapers, radio and television are valuable means to disseminate information and to develop popular support. Media attention is dependent on the impact of the issue and on how well the information is "packaged." Journalists are driven by deadlines and the faster they can access the story, the more likely it will be picked up. Make up a media contact list, with phone, fax and e-mail addresses of all outlets that will cover the issue, and give potential spokespeople copies of the list. Develop relationships with journalists who have demonstrated an interest in understanding of the cause and keep them informed. Invite media to all public events and if possible offer journalists a table and chairs and other facilities to make their job easier. Nurture several spokespeople within the community to provide added dimension to the media coverage and to offer the perception of broad public support. At times media coverage may be inaccurate or even damaging. Approach these situations professionally; it is not in the interest of media campaigns to alienate journalists or producers.

Below are some avenues of media coverage:

For Immediate Release:

- Press releases are quick and effective means to offer a story to the media.
- Use the media contact list to ensure general distribution: a fax machine that is programmed with the media list saves time.
- Keep the press release to one page and follow a regular format.
- State the essence of the story in the first paragraph and try to use a catchy phrase.

- Include one or two quotes from the leader(s) of the organization (not too many).
- Give the names and numbers of one or two contact people who can provide additional information and who will stay by the phone throughout the day following the release.

Newspaper Articles and Letters:

- Composed articles allow the story to be presented the way you want and are also free column space for the newspaper.
- Ensure that the articles are well-written, using normal newspaper style.
- Present the essence of the issue in the first paragraph, and build in more detail, with quotations and sources in later paragraphs.
- Letters to the editor often have a better chance of getting printed than prepared articles.
- Keep letters short and relate the message to previous news coverage.
- Letters to the editor are more effective if several people write letters on the same issue.

Radio Interviews:

- Prearranged telephone interviews allow the spokesperson to be prepared and to have some information on hand for reference.
- If you get a surprise call and are not prepared, ask the interviewer to call back in thirty minutes and gather your thoughts.
- Jot down key words in the questions and repeat them in your answers; at the same time get out the important points of your campaign.
- Live face-to-face interviews are more demanding. Use spokespersons that are experienced and familiar with the issues.
- Keep answers relatively short and use key phrases of the campaign, which have the potential to become "sound bites" for further coverage.
- Refrain from speculation and clearly identify personal opinions.

Television Coverage:

- Television crews usually cover only significant events, newsworthy throughout their broadcast area.
- Coverage is more likely when there is action and strong visuals.
- Events such as demonstrations, confrontations, and civil disobedience need to be carefully controlled so that negative coverage can be avoided.
- Positive events, such as offering solutions or better alternatives can be presented in interesting and attractive ways to invite television coverage.
- Use experienced spokesperson(s), with visual support from students and parents.

Press conferences:

- Press conferences should be called to formally present major issues and events.
- They should be carefully scripted, with clear objectives and prepared speakers.
- Notify all media two to three days in advance.
- Press conferences are normally held in a central location, with facilities for the media
- Copies of supporting documents, handouts and names and phone numbers of contact people should be available to journalists.
- Attention should be given to visual effects, such as a prominent display of the name or logo of the organization, a supporting crowd of parents and students, signs and posters, etc.

- Refreshments and snacks will encourage journalists to remain for additional questions and further contact with the organization.

Strategic Lobbying

Education policies, programs and structures in the Maritimes are determined by provincial governments and, where they exist, by school boards. In each province the Minister of Education is responsible for public schools and, as a member of the executive council or cabinet, the minister has the authority to propose the development of new education policies, programs and structures. Therefore, the support of the Minister of Education is essential to initiate change in the public education system. (For details of the education structures in the Maritime provinces see Appendix B.)

Strategic lobbying of the minister and school board is an important component of a community campaign to advocate for such change. The manner in which decision-makers are approached and informed by organizations can determine the success or failure of advocacy efforts. Following are guidelines for strategic lobbying:

Make your cause well-known to decision-makers:

- Participate in public hearings, workshops, forums and other opportunities for public input.
- Make presentations to task forces, boards, commissions, etc.
- Be consistent and clear with your message.
- Send copies of significant documents to the premier, minister and board chair.

Demonstrate community support:

- Have community members lobby with letters, faxes, e-mails and phone calls to decision-makers.
- Bring on side as many community organizations as possible and have them contact the minister and board.
- Invite decision-makers to all appropriate public meetings and events, and send copies of newsletters, media coverage, etc. to their offices.

Stay apolitical:

- Avoid aligning the organization and community with the political party in power. Governments change and you could find your cause on the wrong side of the legislative assembly.
- Take advantage of opportunities to be heard, insist that your concerns and proposals be judged on their merits and long-term benefits to students, communities and society as a whole, rather than on political connections and partisan platforms.
- Show a long-term commitment to the issues by emphasizing past achievements, current support and future plans.

When meeting with decision-makers, assemble a coordinated and diverse delegation:

- Use a maximum of five well-informed representatives.
- Within this delegation include several relevant community sectors if possible (students, parents, business people, seniors , etc.).
- coordinate the presentation so that every delegate contributes; one person should lead, but no one should dominate.

Be prepared and show that you've done your homework:

- When requesting a meeting, give the names of your delegates, a proposed agenda, and request the names and positions of the government participants.
- Make sufficient copies of your presentation materials, with one or two-page executive summaries and background information on your organization.
- Have important documents on hand for reference, if needed.

Know what you want to achieve:

- Keep your expectations reasonable and make them clear.
- Ensure that any promises and/or agreements are clearly understood by both delegations.
- If the minister or board chair does not appear, determine the authority and decision-making power of the substituting official(s) and adjust your expectations accordingly.
- Maintain the objective of reasonable, on-going communications.

Conduct effective follow-up:

- Hold a debriefing meeting with the delegation and organization executive as soon as possible to discuss outcomes and next steps.
- Send copies of all requested and ensuing documents related to the campaign to the government delegates and other concerned officers.
- Write a letter thanking the minister, board, etc. for the meeting and list what you think was achieved. State clearly any promises received from the government delegation or agreements reached and request confirmation in writing.
- Inform your community of the results of the meeting.
- Where appropriate, issue a press release.

Nurture supporters among decision-makers:

- Identify supporters in the cabinet, the legislative assembly, the administration and school boards.
- keep these people informed and encourage them to promote the issues.
- Develop a sense of trust among supporters and where requested, honour confidentiality.
- Determine the major roadblocks to the success of your lobbying campaign and develop strategies to remove them.
- Build on your successes, inform decision-makers of your achievements and focus on positive solutions.

Petitions, Demonstrations, Strikes

To be successful, grassroots efforts to influence government and to effect change often require substantial evidence that the issues are critical and that change is essential to satisfy the demands of the people. Tangible evidence, such as petitions, demonstrations and strike actions can convince decision-makers to take steps to meet the expressed needs of the public.

A petition constitutes written evidence of the will of the signatories if enough people sign the petition. It can have significant impact on the government, the media and the public.

- Address the petition to the highest authority concerned with the issue, such as the premier or minister.

- Write the statement or resolution of the petition in clear, simple language and have it appear at the top of each page of signatories, e.g. "We, the undersigned..."
- Background information and supporting clauses that offer a rationale for the petition should appear before the statement: e.g. "Whereas the Education Act of the province of..."
- Rule lines for signatures and addresses in two columns with headings, 20-30 lines per page.
- A team of supporters, each taking petitions door-to-door, is most effective; this offers further opportunity to build awareness and to determine support.
- Petition sheets may also be left at public centres. Ensure that completed sheets are collected and replaced with blank ones periodically.
- Make a deadline for the collection of petitions at a central place: collate, count, photocopy and bind them in convenient packages.
- Present the petition package to the person to whom it is addressed, preferably on the occasion of a significant event, such as an important meeting, demonstration, etc.
- Issue a press release.

Demonstrations are assemblies of concerned citizens, gathered at or marching to strategic locations such as the legislature, school board offices, schools, etc. Demonstrations can be valuable in drawing the attention of government and attracting media coverage. They can also inspire cohesion and commitment within and among communities, enabling participants to express their needs with a united voice.

- Organize demonstrations carefully and aim for a maximum number of participants, young and old.
- Contact the media two or more days in advance.
- Make signs so that passers-by become aware of the purpose of the demonstration.
- Chants and slogans draw attention and build excitement if that's desired.
- In case government decision-makers wish to meet with the demonstrators, select in advance a delegation of informed parents and students.
- Identify spokespersons to address the crowd and the media, stating clearly the reasons for and objectives of the demonstration. A good bullhorn will allow the spokesperson to be easily heard.
- If travelling outside the local community to demonstrate, consider renting buses to transport larger numbers.
- March to and around the demonstration location with determination.
- Distribute copies of handouts with background information, a statement of aims and ways the public can support the effort.
- Maintain discipline and communicate openly and respectfully with police and security personnel.
- Issue a press release.

A **strike** is a tactic used by organized workers to force the settlement of disputes with employers. It is a coordinated refusal to continue work by a majority of employees, bringing production or service to a standstill. In the Maritimes, teachers and administrators have successfully used strikes to get what they want. In the fall of 1995 the Nova Scotia Teachers Union, which represents both teachers and administrators of public schools, voted to conduct an illegal strike unless the government agreed to make more than one hundred changes to the new Education Act. The union won, and the changes were made without the interruption of classes.

While parents and students do not have a formal mechanism to conduct a strike, the strategy is worth examining in relation to community action. The fact that students are the basis of public education funding gives parents considerable power within the public system. An organized protest by parents and students using strike tactics can have major impact on decision-makers. For example, in Inverness County, Nova Scotia in September, 1991, parents throughout the county kept all students of the Inverness District School Board home for the first two days of classes as a protest against the board's plans to amalgamate schools. Reported in the media as a two-day county-wide "student strike," this action helped defeat the amalgamation plans and unite resisting communities.

Successful protests should:

- Ensure that there is community-wide or district-wide communication and support for the "strike action."
- Have clearly-articulated demands.
- Minimize impact on students by timing the action to occur at less important times.
- Use the media to maximize the impact on decision-makers.
- Have on-site demonstrators, with placards and information to hand out at the school(s), administration offices, etc. (similar to picket lines).
- Maintain order.

Civil Disobedience

Throughout our history individuals, organizations and communities have resorted to deliberately and openly disobeying laws and government regulations in order to uphold higher principles of social justice and human rights. *Civil disobedience* has been an important element of North American democracy, reinforcing human dignity, limiting government power and providing avenues for political, legal and social dissent.[16]

While there is dispute over the exact definition of civil disobedience, most scholars agree on the following criteria:

- the conduct must be illegal.
- it must be predominantly non-violent.
- it must be open and visible in order to stimulate public debate.
- protesters must be willing to accept the punishment for their actions.

Two general categories of civil disobedience have been identified: direct and indirect. Direct civil disobedience breaks the law that is being challenged. Indirect disobedience breaks a law that may not itself be objectionable in order to draw attention to an injustice or to challenge the status quo.

Generally Canadian society is tolerant of civil disobedience because it allows citizens outside of the established legal and political system to make their voices heard. However, in issues of public service such as education, civil disobedience can be a risky tactic and is at best a last resort. There is risk that the public, being denied normal service, may react against the protest, regressing the cause. Civil disobedience actions related to education issues are usually indirect and involve some form of trespass: sit-ins, occupations and lock-outs of schools, school board and provincial offices, road blockades, "crashing" board and government meetings, etc.

The New Learning Project and the Margaree Education Coalition are not recommending civil disobedience or otherwise breaking laws as normal strategies to promote community-based education. At the same time it must be acknowledged that these actions have been and will be used in desperation. Had the Nova Scotia Teachers Union conducted their illegal strike in 1995, this would have been an act of civil disobedience and the law would have been broken. The seven Margaree students who locked themselves in their school in December 1996 were guilty of civil disobedience, illegally occupying a public building. By openly breaking the law, the students succeeded in drawing public attention to their concerns and inspiring region-wide opposition to school closures.

If an act of civil disobedience is being considered by a group advocating for change in public education, the following matters should be addressed:

- Determine that there is community support for the action.
- Carefully plan the act of civil disobedience: timing, location, duration, participants, resources, etc.
- Keep the plans secret and include only trusted participants.
- Have a clear purpose for the action and achievable objectives and demands.
- Retain the advice and services of a lawyer who supports the cause.
- Tolerate no violence or property damage.
- Do whatever is possible to reassure officials that the privacy of desks and records is not being violated.
- Be prepared to abort the action if public support is lost or the community becomes divided.
- Gather media contact lists and reference material to have on hand.
- Communicate regularly with decision-makers, authorities, media and the public.
- Use cell phones or phone credit cards to avoid long distance charges on government, school, etc. phones.
- Maximize the identity of the action through signs and the presence of supporters.
- Maintain high morale among the participants.
- Have a plan to end the act of civil disobedience in a manner that is positive to the cause.
- Be prepared to accept the legal consequences of the act of civil disobedience.

Conclusion: New Learning Educates Whole Communities

The New Learning Project endeavours to counteract the forces in our society that are eroding communities and alienating students. The current direction in public education is seen by many to be exacerbating these conditions: amalgamation of schools, privatization of buildings and services, corporate sponsorship of curricula, standardization of programs and tests, and reliance on high technology are trends that contribute to the dehumanization of education.[17] In contrast, the New Learning approach to education focuses on building communities, bringing together young and old with shared knowledge, accommodating a diverse array of learning needs, and empowering people to use democratic means to direct education and control their lives.

New Learning teaches communities to value diversity. Despite our modern technology, society, economy and spirituality, human beings are part of the world's natural system. The more diverse the natural system, the richer and according to scientists the more stable it is. Similarly, it can be argued that in rural communities, diversity provides citizens with richness of experience and wealth of opportunity and helps stabilize economies and social structures. Such stability does not preclude change. Things will always change, and the more elements a system has, the more complex it is, the less the probability that it is undermined by change. A community that values and embraces diverse cultures, a varied economy, several generations, different philosophies and numerous occupations is better able to meet crises, fads, failures, tragedies, challenges and catastrophes.

Diversity is unfortunately not reflected in educational trends. Governments and school boards in North America profess to address the needs of life-long learning, yet according to J.T. Gatto they are consistent in segregating students into classes according to mother tongue, age, aptitude, and tested achievement. He deplores what he sees as the subordination of the varied needs of students to the efficiency of the public system.[18]

New Learning proposes that we take a different approach to education and endeavour to embrace the diverse learning needs of citizens and to exploit the myriad of educational resources present in every community.

New Learning teaches diligence in democracy. We are fortunate to live as free as any people on earth, and despite its imperfections, to be the citizens of a democracy. Through our democratic structures, organized communities are able to engage in dialectic process, determine their needs and advocate for the change necessary to allow them to meet those needs. Along with freedom and power for a population, democracy also entails responsibility: to exercise the right to vote, to hold governments accountable, to respect freedom of expression, to obey and defend the rights of all citizens, and to effect change.

The New Learning Project proposes that citizens must exercise these responsibilities in order to effect change in the public system of education to accommodate the variety of forms and structures that are needed to meet the diverse educational needs of students and communities.

New Learning helps communities realize empowerment. According to social commentators like Wendell Berry, our education systems are responding to the forces of economic globalization by generating graduates to fill the employment niches of "the global village." One result is that a small percentage of brilliant students rise to the top and are skimmed off to acquire positions of power and privilege. Sixty years ago, Moses Coady responded to similar forces by attacking the "brain drain" of the '30s and by appealing for economic democracy, good pedagogy and the recognition of communities as "nurseries of civilization."[19] Wendell Berry builds on Coady's perspective and asserts that local communities, not globalization, represent the reality of today and the hope for tomorrow.[20]

Concurring in this perspective, the New Learning Project strives to empower communities through an approach to education that is locally developed and directed. We believe that community-based education with locally-governed schools is the best way to build the sustainability and the capacity of communities necessary to meet the learning needs of present and future generations.

CHAPTER 5 - THE COMMUNITY OPERATED PUBLIC SCHOOL - A PROPOSAL

The "Community-Operated Public School" represents an alternative to the centrally governed schools that at present dominate public education in the Maritimes. As outlined in this chapter, the Community-Operated Public School exploits the strengths and opportunities within its community to create a school that meets the learning needs of students, while nurturing a strong sense of place and purpose. Responsibility for decision-making and direction of the school are entrusted to a local governing body, which is empowered to manage educational resources and is accountable to the Minister of Education. The school receives public funding in accordance with provincial funding formulae and must deliver at least the essential graduation learnings as defined by the provincial Department of Education.

The Community-Operated public school is in effect a form of "charter school" that focuses on its relationship with its community. Several communities in the Maritimes have considered charter schools as a means of protecting their schools. While there is currently no legislation in the Maritimes to enable the establishment of charter schools, the need for this alternative is growing. As this trend continues, and as more parents and citizens demand to be included in determining the direction of their children's education, it is only a matter of time before amendments to the Education Acts in the Maritime Provinces allow charter schools and community-operated public schools to be established.

The Margaree Example

The concept of a Community-Operated Public School for Margaree developed within the community during the "Kitchen Forum," which has been described in Chapter 4. At this time Margaree faced a crisis – the School Board had decided to close the local high school and send Grade 9-12 students to schools in other communities. As an alternative, the people of Margaree invested time, money and considerable effort to generate a proposal for the Margaree Community-Operated Public School. They lobbied the regional school board and the Minister of Education to consider a pilot program to test the efficacy of their proposal. The school board and provincial government, however, decided to build a new Primary to Grade 12 school within the Margarees, and this decision had a profound impact on the campaign to create the Community-Operated Public School.

The following proposal has not been implemented. Nevertheless, through its decade-long development process, valuable awareness has been built within the Margaree

community. Although the crisis in education appears to have been averted, and the need for an alternative Grades 9-12 school in Margaree may have been eliminated, the opportunities for New Learning incorporated in the Community-Operated Public School proposal can be used to improve education in the new school. In addition, community awareness and resources may be channelled to address the greater challenges of life-long learning and teaching and the development of the Margaree community.

The concept of the Community-Operated Public School remains a useful model. Other locations in the Maritimes, particularly rural communities seeking an alternative way of protecting and enhancing education may be able to draw from this proposal and apply some of its ideas to their own situations.

The Margaree Education Coalition and the authors of the New Learning Guide wish to caution the reader about limitations of the following proposal for the Community-Operated Public School. Three major issues must be resolved before such a school can be established:

1. There is as yet no provincial legislation in the Maritimes to permit the realization of such a proposal. As we have said, we believe that this legislation will be enacted as pressure for it mounts.

2. The source of capital to acquire and renovate the building to house the Community Operated Public School is not clearly identified, and is not included in the budget scenarios. (In some cases school buildings no longer used by the school board may be available.)

3. The relationship between the Nova Scotia Teachers Union and the Community-Operated Public School receives superficial attention in the proposal, without a framework for negotiation.

All three of these issues are complex and extensive. They have been and continue to be major obstacles in efforts to establish publicly-funded locally-governed schools, and their resolution is beyond the scope of the New Learning Guide.

The financial viability of the plan depends on two assumptions. Firstly, design of the Grades 9-12 curricula for the school was accomplished in a novel way. The essential graduation learnings defined by the Department of Education were satisfied, and in addition the needs and desires of the Margaree community as expressed through the Kitchen Forum process were incorporated into the program plans. The designers assumed the freedom to dedicate volunteer teaching resources from the Margaree community to support the enhanced curriculum.

Secondly, the design assumes the freedom to raise funds and to receive in-kind contributions for local program development and for operating the school.

Note: Although there is no longer any timetable for implementing our proposal in Margaree, we have let stand the language in which it was originally couched and the statistics originally compiled, implying a pilot project to begin in the year 2000.

The Proposal

I. VISION

For more than a decade the community of Margaree has been committed to keep its high school open. This tenacity has resulted in a community of education stakeholders that is both organized and aware. The years of advocacy and commitment have nurtured a consensus that the greatest opportunity to enhance education is to build on the profound relationship between community and school that exists in Margaree. A vision for education has emerged and the community is resolved to retain and enhance Primary to Grade 12 education within Margaree.

The Margaree Education Coalition's vision for P-12 education in Margaree is founded on the conviction that our schools should accomplish the following objectives:

Education in Margaree should:

- offer quality learning experiences to students of all ages
- give equal opportunity to all, while respecting and valuing diverse interests and aptitudes
- reflect our unique social, cultural and economic fabric
- involve a cooperative relationship between the school and the community
- call for the participation of all sectors of the community: teachers, parents, students and citizens
- instill awareness of our unique natural environment and of the need for the sustainability of our natural resources
- include the appropriate and effective use of technology

The following five imperatives spell out the principles of our vision. They are reflected in the programs and curriculum of the Community-Operated Public School and are supported by the financial plan and the governing structure of the school.

Place the needs of students first. All aspects of the plan for the school are designed to meet students' needs. In order to realize this aim, there must be a committed partnership between and within all sectors: citizens, parents, administrators, teachers and students.

Strive to satisfy a diverse range of needs. Traditionally, the emphasis of education in Margaree has been on the academic stream. The Kitchen Forum process has informed us of the need to present more diversity in education programs and specifically to offer programs that would enable our students to succeed in Margaree and not have to move elsewhere.

Promote the principles of democracy by nurturing creative expression and critical thinking and by facilitating life-long learning. The 'culture of learning' that has been developing within families in Margaree is witnessed by the education advocacy that has occurred in the last decade. The community has expressed the need to further develop this culture, and this need is addressed through the structure of the Community-Operated Public School.

Use technology appropriately. Modern technology offers the opportunity to enrich programs, to present more information and to enable faster communication. These powerful tools promise to help overcome the disadvantages of small populations and remote locations. In addition, it is important that our students learn to use these tools in preparation for future education and employment. Equally important, however, is to maintain a healthy perspective about technology and to recognize that it cannot replace creative and critical thinking.

Build on the strengths of the Margaree Community in order to improve education. Margaree's strengths lie in the community's rich diversity, its history of active involvement in education, and the vitality of its two schools. This strength springs not only from creative leadership, but also, significantly, from the healthy social and physical environment and from the strong community support which the schools enjoy. The rich diversity of our area stems from its people, its environment and its economy. Historically, Margaree has been actively involved in the co-operative movement and in adult education as a means for our forbears to become "masters of their own destiny."

II. PREREQUISITE SUPPORT

The structure of the Community-Operated Public School is similar to a Charter School (described in Chapter 3). The school would receive public funding and would need legitimacy through the provincial Education Act. None of the Maritime Provinces currently allows the formation of charter-type schools. The successful design and implementation of such an alternative needs the cooperation of the Department of Education, the regional school board and the Nova Scotia Teachers Union (NSTU).

Support from the Provincial Cabinet and the Department of Education

A primary prerequisite for the introduction of legislation to enable the Community-Operated Public School is the willingness of the government to try such an alternative and to give it a fair chance of succeeding. Such "political will" among cabinet members is necessary to draft and implement this legislation. It implies significant change to the operation of the education system in the Province. In order for this to happen, it is proposed that the Community-Operated Public School be considered a "pilot project" and that it be enabled by interim legislation, with a 3-year term, yearly evaluations and appropriate resources from the Department of Education.

Currently, school boards in Nova Scotia have small budgets for "education alternatives". This proposal suggests that these resources be consolidated to support an officer of the Department of Education dedicated to overseeing the Community-Operated Public School pilot. This officer would assist the governing body and administration of the school to work through the logistics of the distribution of resources, program selection and timetable design. The officer would also act as a liaison between the school and the regional school board and preside over consultations and the evaluation procedures.

Support from the Regional School Board

The operation of the education system in Nova Scotia has been entrusted to regional school boards. The Strait Regional School Board currently administers all aspects of education in Margaree, including staffing, school facilities and services. Many of these services require economies of scale for the sake of efficiency and effectiveness. Transportation, special needs services, bulk purchase of materials and contracted services are more economically provided by regional administrations. In addition, technology-based programming, such as distance education, is only feasible when delivered regionally, and may best be delivered provincially or even nationally and internationally.

The success of the Community-Operated Public School requires support from the regional school board. Arrangements for student conveyance in the Strait Region are among the best in the Province in terms of safety and cost. Therefore, during the pilot period, conveyance for the students of the Community-Operated Public School would be contracted from the Strait Regional School Board. Student access to the speech and hearing pathologist, school psychologist and student health services and programs would also be contracted from the school board. School supplies, textbooks and library resources would be purchased in concert with the board and the Department of Education.

Furthermore, the Strait Region has been innovative in the development and marketing of distance education. Distance programs will be an important means of enhancing curriculum in the Community-Operated Public School; therefore, desired programs will be purchased through the board and integrated with the school timetable. In addition, arrangements will be made to allow interested students to attend particular classes in other schools in the region.

Support from the Nova Scotia Teachers Union

The Nova Scotia Teachers Union (NSTU) has been recognized by the Provincial government as the exclusive bargaining agent for teachers who are employed by a school board in Nova Scotia.[1] All public schools are currently administered by school boards. Therefore, all teachers in the public system are bound by the collec-

tive agreement between the Minister and the NSTU. This agreement defines the employers' responsibilities, salaries, duties, certification, days and hours of instruction, terms and benefits, leave and retirement, termination and grievance procedures. Interim legislation to enable the Community-Operated Public School will transfer powers of school boards to the local governing body, opening up the possibility that its teachers will not necessarily be part of the bargaining unit subject to the collective agreement. However, the union status of the locally governed school is dependent on the wording of the legislation and the interpretation of the collective agreement.

Moreover, the good will of the union and unionized teachers is needed for any long-term success of locally-governed schools. In order to give the Community-Operated Public School pilot the best chance of succeeding and to avoid compromising the future careers of its teachers, accommodation for the pilot project and its teachers will be acquired from the NSTU. Such accommodation will consent to the employment and direction of human resources by the school and its governing body and will be defined in a memorandum of understanding. The memorandum will allow flexibility in classroom organization, student-teacher ratios, hours of instruction, duties and salary ranges. It will acknowledge that teachers will have membership in the governing body and will participate in defining the terms of employment. It will also acknowledge that both the NSTU and the Community-Operated Public School share the goal of maximizing educational opportunities for students and the desire to mutually benefit from the outcomes and evaluation of the pilot project.

III. GOVERNANCE AND OPERATION

Board of Governors

An elected board of 10 to 14 members will govern the Community-Operated Public School. It will have representation from all sectors of education stakeholders: students, teachers, parents and community members. Three members will be parents of students enrolled in the school, one will be a teacher in the school, one will be a student and one will be a community member who is neither a parent nor a teacher, nor an employee connected with the school. The school principal will be a member and the community council (see below) will elect three members. In addition the Board of Governors will have the power to appoint up to 4 members-at-large to provide the skills necessary for the successful operation of the Board.

The Board of Governors is accountable to the Minister of Education. In close collaboration with the officer of the Department of Education dedicated to the pilot project, it will work to secure support for the Community-Operated Public School and to design a framework for evaluation. Indicators will be set for the performance of students, the range of programs, the satisfaction of the community, and other important factors to be determined by the Minister of Education and the school. Evaluations will be conducted yearly by a committee of the Board of Governors, together with the officer of the Department of Education, and the results will be released to the public.

All meetings of the Board of Governors will be open to the public, unless personal matters are being discussed. Members of the Board of Governors will not be paid, except for the provision of authorized services.

The powers and responsibilities of the Board of Governors are:

- to provide a safe and comfortable learning environment for the students
- to ensure that the community vision for education is addressed
- to hire and evaluate the principal and staff
- to approve the program of studies

- to approve the budget and ensure the proper financial management of the school
- to arrange student conveyance, student services and the meeting of special needs
- to maintain relations with the Department of Education, the regional school board and the NSTU
- to define and approve policies
- to facilitate the work of the community council
- to participate in evaluations

The powers, responsibilities and accountability of the Board of Governors will be defined in a memorandum of agreement between the Minister of Education and the Community-Operated Public School. The memorandum will also specify the method of election and the term of board members, the frequency of meetings and the quorum.

Community Council

The concept of the Community-Operated Public School was the result of the ideas and concerns of citizens of Margaree expressed during the "Kitchen Forum". The consultation process was essential in determining the community's needs and desires in education. To continue this valuable process throughout the term of the Community-Operated Public School pilot, community members and other interested people will be offered opportunities to contribute to the direction of the school and share in the process of evaluation.

Most importantly in this regard the Board will be advised by a "Community Council" which will have representation from all geographic areas of the community. The Board of Governors will provide necessary resources to the community council to facilitate regular neighbourhood meetings so that the advice of the Council reflects the concerns and ideas of the community.

The Community Council will have twelve members, three representatives from each area of Margaree: East Margaree and north, S.W. Margaree, Margaree Forks, and N.E. Margaree. As much as possible, these twelve members will include equal representation among recent high school graduates, parents and senior citizens.

Many of the activities, powers and responsibilities of the Community Council will closely parallel those of the current school Advisory Councils. The views of the Community Council will serve as advice to the Board of Governors, which is the sole decision-making body. However, the Community Council will also elect three members to the Board of Governors to ensure continued grass-roots representation and empowerment.

Principal and Staff

The principal of the Community-Operated Public School is the educational leader of the school and has the overall responsibility for its day-to-day operation. Therefore, it is essential that the principal be committed to the concept of the Community-Operated Public School and the success of the pilot project. The principal will also have a key role in the governance of the school, much like the executive director of an organization or business. At the same time she or he must be willing to take direction from the volunteer governing body and to draw from the strengths of the community while maintaining authority over staff and students.

The responsibilities of the principal are:

- to ensure that the community vision for education is understood and accepted and that strategies for its implementation are in place
- to ensure that the Community-Operated Public School programs are delivered to the students in the most appropriate manner
- to communicate regularly with the parents of the students on issues of attendance and performance
- to ensure that reasonable steps are taken to create and maintain a safe, orderly, positive and effective learning environment
- to direct the financial management of the school and account to the Board of Governors for all expenditures and incomes
- to identify the staffing needs of the school and to assist the Board of Governors in the selection of staff
- to evaluate the performance of teachers and other staff and recommend to the Board of Governors professional development programs for the staff of the school
- to encourage participation and facilitate the work of the Community Council
- to co-operate with the representatives of the Department of Education, the Strait Regional School Board and the NSTU

- to participate in the evaluations of the pilot program
- to sit on the Board of Governors of the Community Operated Public School

The staff of the Community-Operated Public School must also have a commitment to this alternative structure of education and must be able to serve the instructional needs of the students in innovative and effective ways. This commitment may require flexibility in class sizes, program delivery, working hours and salaries. The staff is also expected to contribute to the governance of the school, to help direct the education of the students and to have input in the drafting of contracts and agreements. Such a working environment is not attractive to all professional educators. However, the experiences of independent schools in the Maritimes and elsewhere and of charter schools in other jurisdictions indicate that a significant percentage of good teachers are attracted to locally governed schools.

Students

Students are the primary beneficiaries of school activities. The needs of students are paramount and all school programs, policies and procedures are designed to meet those needs in as equitable a manner as possible. In order to allow all students equal access to education, students are expected to conduct themselves in ways that respect the rights and safety of others. Students are encouraged to contribute to the quality of the learning environment and to the education experience. Students at the Community-Operated Public School have representation on the Board of Governors and through this empowerment they have a voice in the form of education that they receive.

Policies regarding student conduct, dress, discipline, etc. will be adjusted as needed but will commence with those policies currently in place. Students, teachers, parents and citizens will have opportunities to contribute to the design and adjustment of policies through the Board of Governors.

Student enrolment is calculated according to the number of school-age students living in the Margaree catchment area. If students from other school areas express interest in attending the Community-Operated Public School, their names will be retained until the local enrollment falls below the maximum school capacity. Then, in consultation with the Strait Regional School Board, the Board of Governors will determine a fair way of selecting from among the applicants.

IV. PROGRAMS AND CURRICULUM

The standard courses taught at the Grade 9-12 Community-Operated Public School, together with the range of enhancements employed to diversify the course selection, form the proposed curriculum. The difficulty in offering a rich array of programs is the "Achilles heel" of small rural schools. The Community-Operated Public School meets this challenge by first understanding the needs of students in the community, and then developing a strategy to enhance education through:

- utilizing opportunities offered by the public system;
- recognizing the community's strengths and using them as a resource; and
- seeking appropriate partnerships with other institutions to share education resources and meet mutual objectives.

The Community-Operated Public School will offer the "essential graduation learnings" as defined in the Nova Scotia Public School Programs Manual. In addition it will institute programs aimed at:

- giving graduates the greatest possible opportunity to access post-secondary education in areas of their expressed interest.
- equipping students with the ability to express themselves, to solve problems and to think critically. Strong community involvement and direction will be fostered, so that students have an understanding of their relationship with the community, the province, the country and the world.
- Providing students with the skills to continue as life-long learners.

Enhancements to the Curriculum

The distinctive feature of the Community-Operated Public School is the use of enhancements to diversify and enrich the traditional program offerings. A number of valuable possibilities that are available from within the public education system are outlined in Chapter 2. The Community-Operated Public School will take advantage of these opportunities to allow students to diversify their studies and to enable teachers to deliver more programs. The features and qualities of the Margaree community will be integrated into the programs of the

school through locally developed programs, multi-disciplinary community-based projects and mini-courses delivered by skilled community volunteers.

Challenge for Credit

The Department of Education recognizes that a student may obtain specialized knowledge and ability that an existing credit course seeks to develop. The "policy guidelines" allow students who meet the course requirements to receive credits not offered within the formal curriculum, up to a maximum of two credits for each of grades 10-12; a total of six high school credits.

Programs recommended for challenge for credit at the Community-Operated Public School will be reviewed annually by the Board of Governors of the school. Teaching and assessment resources will be gathered and choices will be presented to the students. Students will also have the opportunity to make individual applications. Challenge for credit programs recommended in the draft curriculum (below) are:

- Fine Arts (Art, Drama and Music)
- Physical Education
- Gaelic Language

Distance Education

Distance education has gained popularity and effectiveness as a result of advancements in information and communication technologies. Modern distance education programs are internet-based, allowing "asynchronous" connections, which enable students to access the course at any time. This allows students to diversify their program selection and to overcome time-tabling conflicts. For the purpose of this pilot project, the courses offered by the Strait Regional School Board (SRSB) will be made available to students in Grades 10-12. Other sources for distance education courses will also be investigated. For the 1999-2000 school year, the SRSB offers the following programs through distance education:

First Semester:

Science
- Biology 12
- Geoscience 12

Social Science
- Economics 12
- Law 12

Second Semester:

Science
- Oceanography 11

Mathematics
- Accounting 12
- Calculus 12
- Mathematics 10

Social Science
- Global Geography 12
- Political Science 12
- Sociology 12

Language & Literature
- English 10
- Intro to French Literature 12

Independent Study

Independent study is an opportunity for self-motivated students to pursue individual interests and to broaden their range of credits in order to increase opportunities for post-secondary education. According to Department of Education policy, students may be granted one independent study credit for each of Grades 11 and 12. In the pilot project students will use the curriculum and teaching materials developed by the Department and will have support from a teacher who is qualified in the subject.

Locally-Developed Courses

The Department of Education allows for the local development of courses. Such courses create a window of opportunity to realize the vision of education for the Community-Operated Public School. They add richness and local relevance to the curriculum offered by the public education system. In order for a local program to be accepted as a pilot course, an application must be submitted by February of the year before it will be offered. The application must include information described in the Public School Programs Manual . The course will be monitored and evaluated by the regional school board and consultants from the Department of Education. After two years, the pilot may become an approved, locally developed program.

Local courses take time to develop. For illustration purposes, the draft curriculum plan for the Community-Operated Public School (below) assumes the existence of locally developed programs. The costs of program-development will be shared among partners, sought through fundraising, and balanced with volunteer resources. A teacher in the school, using partner and volunteer resources to share course delivery will facilitate locally-developed courses.

The following locally-developed courses are examples for the Margaree Community-Operated Public School:

- "Margaree-Lake Ainslie Canadian Heritage River". A top priority of the local heritage river management plan is education. The study of the Margaree watershed is a valuable opportunity for community-based education. The course will be multi-disciplinary, involving the sciences, social studies, arts and culture, and technology.
- "Home and Business Economics". The local credit union is a potential partner in supporting the development of a course that is popular and effective. The Accounting Department of the University of Cape Breton College (UCCB) is another possible partner.
- "Wilderness Awareness, Survival and Protection". As tourism is being developed in the Maritimes, it is becoming increasingly important that we also have an under-

standing of wilderness. The Cape Breton Highlands National Park, local wildlife associations, environmental organizations and fishing and forestry associations could have an interest in developing such a course.

- "Home building". The majority of students will be involved at some time in their lives in purchasing or building, renovating and maintaining a home. A high school credit course that teaches the skills to understand and participate in home building and to manage improvement projects and maintenance will be developed with the partnership of the UCCB Engineering Department and skilled local builders.
- "Democracy and Advocacy". Margaree has a strong history of involvement in the co-operative and credit union movements and in adult education. These movements were developed by citizens using the opportunities of democracy and the strategies of advocacy. This course will be developed with the help of Co-op Atlantic, the Highland Credit Union and St. Francis Xavier University Extension Department.

Multi-Disciplinary Community-Based Projects

Multi-disciplinary community-based projects integrate various high school subjects into a practical context with local relevance. They are not separate courses of study, but rather thematic components of traditional subjects. The projects are identified and developed by the team of teachers whose subjects are involved. Examples of multi-disciplinary community-based projects for Margaree are:

- Margaree Community Waste Recycling and Management Strategy (could involve chemistry, biology, mathematics, family studies, etc.)
- Sustainable Development of Margaree Natural Resources (could involve science, economics, history, etc.)

Co-operative Education

In the Margaree community there are a number of opportunities for cooperative education. (For an explanation of Cooperative Education see Chapter 2.) Government Departments, local businesses, self-employed producers, professionals and artisans are all potential cooperative education partners in fields such as the following:

- Technical skills: automotive and industrial mechanics, wood processing, road engineering
- Social services: health, education

- Resource management: fisheries, forestry, agriculture and mining
- Retail sales, financial management and business services
- Culture, crafts and the arts

High School "Mini-Courses"

High school mini-courses are short courses (5-10 hours) that are delivered by skilled community volunteers over a period of 4-6 weeks. Mini-courses have been offered in Margaree since 1996 beginning in the elementary school. Experience has shown that the months of November and April work best in terms of availability of the volunteers and proximity to the middle of the semester. The courses are offered concurrently and students sign up for the mini-course of their choice. The objectives of the mini-course program are to open opportunities for students to experience a range of useful and/or traditional skills. Examples of mini-courses are:

- Archery
- Chess and Card Tricks
- Dance
- Electricity and Motors
- Flower Arranging
- Fly tying, Map and Compass
- Guitar and Drumming
- Journalism
- Painting and Drawing
- Public Speaking
- Radio Announcing
- Woodcarving
- Yoga

V. DRAFT PROGRAM PLAN FOR GRADES 9-12

The Margaree Community-Operated Public School will teach Grades 9 to 12. The reason for this grade selection is that the regional school board has adopted a vision of education that establishes Grades Primary to 8 education centres and Grades 9 to 12 central academies. The education centres are community-based, while the academies will be amalgamated schools. The Margaree community recognized that this vision of education could mean the closing of its high school and the busing of its students to other communities and as an alternative, the proposal for the Margaree Grades 9 to 12 Community-Operated Public School was developed.

Enrolment

Enrolment projections for the school are based on regional school board figures for Grades 9-12 in the current Margaree Forks District High school catchment area. These projections will be the design figures for the three-year period of the pilot project. Beyond 2003, following evaluation of the project, enrolment may be increased by accepting applications from students outside of the catchment area.

ENROLMENT PROJECTIONS - GRADES 9-12; 2000-2006
(PROVINCIAL FUNDING GRANT $4,514.37 PER CAPITA)

YEAR	NUMBER OF STUDENTS	PROVINCIAL GRANT
2000 - 2001	121	$456,239.00
2001 - 2002	123	$555,268.00
2002 - 2003	128	$577,839.00
2003 - 2004	115	$519,153.00
2004 - 2005	126	$568,811.00
2005 - 2006	136	$613,954.00

Teaching Resources

Teachers in the Community-Operated Public School will be qualified to teach in the public education system. The principal and teachers employed by the school will be in charge of coordinating and facilitating the use of supplementary teaching resources including:

- appropriate use of technology: distance education and other Internet resources
- advanced and older students as mentors and peer tutors
- partnerships: resources from other education institutions and local businesses
- expert community volunteers in locally-developed programs, challenge for credit, co-operative education and mini-courses.

GRADE 9 CURRICULUM

The proposed Grade 9 curriculum maintains the current course offerings at the Margaree Forks District High School and adds two news courses which were identified in community discussion: Computer Studies and Art/Music. Each of these new courses can be part-time and draw on the help of volunteers to reduce the time required of a paid teacher. Mini-courses will be offered twice each year.

The main changes proposed for the Grade 9 curriculum are enhancements to existing courses. In some cases these enhancements involve the teaching of study and research skills as part of the course; in other cases, courses present an enriched content by focusing on our local environment and culture and by drawing on local resources and expertise.

Although Margaree parents would like the French Immersion program to continue through Grade 12, we do not expect to have the financial resources to put that program in place during the period of the pilot project. As finances and schedules permit, more of the offerings which parents requested can be added.

GRADE 9 CURRICULUM CURRENT COURSES	REQUIRED OR ELECTIVE	ENHANCEMENTS/ OPTIONS AND NOTES
English Language Arts	R	*Study and research skills will also be taught*
French	R	Advanced students will receive Extended Core French
Mathematics	R	Students select Academic or Study Skills Approach
Social Studies	R	*Local experts can contribute to Margaree Studies*
Science	R	*Local experts present concept of Margaree Watershed*
Physical Education	R	
Personal Development	R	
Industrial Arts/Family Studies	E	*Use local craftspeople to present relevant projects*
NEW COURSES		
Computer Studies	E	Can be ½ time course; use volunteers
Art and Music	E	Alternating in a single course; use volunteers

NOTE: Required courses are bold and underlined.
Curriculum and program enhancements appear bold and in italics.

BEST COPY AVAILABLE

GRADE 10 CURRICULUM

As in Grade 9, the proposed curriculum for Grade 10 continues the present offerings (with one change) and incorporates enhancements which make use of local resources and expertise. Mini-courses will be offered twice each year. From Grade 10 on students can select courses from other grades provided they have the prerequisites.

In Construction Technology students will be able to construct a small building under the direction of an expert builder. Art and Music will be offered as separate courses.

In Grade 10 students are permitted to challenge for credit in Physical and Health Education (PHE 321), facilitated by coaching staff; and Drama (a Grade 11 course) facilitated by skilled volunteers. Other challenge for credit courses, such as Gaelic, may be offered later or students may pursue them independently. Students may also diversify programs by selecting among distance education courses delivered by the regional school board (see list above). Distance education courses that do not have a prerequisite are available to students in Grade 10.

GRADE 10 CURRICULUM CURRENT COURSES	COURSE NUMBER	ENHANCEMENTS/ OPTIONS AND NOTES
English Language Arts	ENG-10	*"Foxfire" style history project**
Family Studies	FST-10	
Construction Technology	CNT-10	*Developed with local craftspeople; safety*
French Language	FRE-421; FRE-426	Core; Extended Core
Mathematics	MAT-221; MAT-421	Non-academic, Academic
Integrated Science	SCI-10	*Margaree watershed topics and fieldwork*
Geography	GEO-10	*Geography & ecology of Margaree watershed*
History	HIS-421	Ancient/Medieval
NEW COURSES		
Art	ART-321	
Music	MUS-321	
Physical and Health Education	PHE-321	Challenge for Credit (facilitated)

*In the well-known Foxfire projects conducted in Georgia, USA, students gathered oral history on traditions and life-styles of their region and published them, first as a school newspaper and then as books.

NOTE: **Required courses are bold and underlined.**
Curriculum and program enhancements appear bold and in italics.

Beginning in Grade 10, a guidance counsellor needs to make sure that each college-bound student chooses the courses required for the university program she or he wishes to enter. In addition, guest speakers and/or workshops should be arranged to help students understand the career choices open to them.

Although English is the only required course in Grade 10, the credit requirements for graduation (Grades 10-12) must be kept in mind when selecting courses.

GRADE 11 CURRICULUM

The proposed curriculum for Grade 11 includes those courses currently offered at Margaree Forks and suggests enhancements, including a co-operative education option for Business Mathematics 231 and the use of local resources as enrichments to science courses and economics. Mini-courses will be offered to Grade 11 students twice each year.

Two locally developed programs are added to the curriculum to be developed in partnership with outside resources as described in the section on locally developed programs (above). "Margaree-Lake Ainslie Heritage River" will be developed as a Grade 11 Biology program. "Home and Business Economics" will be developed as a 331 program in partnership with the Highland Credit Union, the Margaree Co-op and other community-based financial service businesses.

As in Grade 10, Grade 11 students can challenge for credit in Drama and Physical and Health Education. Other independent challenges may be made by skilled students. Distance education programs offered by the regional school board that do not require prerequisites are available to Grade 11 students and they may also acquire one credit through independent study.

BEST COPY AVAILABLE

GRADE 11 CURRICULUM CURRENT COURSES	COURSE NUMBER	ENHANCEMENTS/ OPTIONS AND NOTES
Business Mathematics	BMA-231	*Cooperative education; Co-op, Credit Union, businesses*
Computer Related Studies	CRS-331	
English Language Arts (Reg)	ENG-431	
French Language	FRE-431, 436	Core; Extended Core
Mathematics	MAT-431, 432	Pre-Calculus; academic
Career and Life Management	CLM-11	(1/2 credit, required)
Physically Active Lifestyles	PAL-11	(1/2 credit, required)
Chemistry	CHE-11	*Field trips and experiments; Margaree focus*
Physical Science	PHYS-231	*Field trips and experiments; Margaree focus*
Physics	PHY-11	*Field trips and experiments; Margaree focus*
Economics	ECO-331	*Local speakers in study of the local economy*
History	HIS-431	(modern European history)
NEW COURSES		
Drama: Theater Arts	DRA-331	Challenge for credit; taught by staff and volunteers
Art	ART-331	
Music	MUS-331	
Physical and Health Education	PHE-331	Challenge for credit; as is Grade 10
Heritage River Studies	*LDP-BIO**	*Local partnership with Canadian Heritage Rivers*
Home and Business Economics	*LDP-ECO**	*With Credit Union, Co-op, businesses*

*Locally Developed Programs

NOTE: Required courses are bold and underlined.
Curriculum and program enhancements appear bold and in italics.

GRADE 12 CURRICULUM

Added to the curriculum is the opportunity to challenge for credit in Physical and Health Education (Grade 12).

The full range of distance education programs offered by the regional school board (listed above) is available to Grade 12 students. One credit per year may be acquired through independent study.

Two locally developed programs will be offered. "Wilderness Awareness, Survival and Protection" will be developed in partnership with government departments and public and private organizations. "Democracy and Advocacy" will be developed with Co-op Atlantic, Highland Credit Union and St. Francis Xavier University Extension Department.

GRADE 12 CURRICULUM CURRENT COURSES	COURSE NUMBER	ENHANCEMENTS/ OPTIONS AND NOTES
Business Organization & Management	BOM-341	*Writing a business proposal*
Computer Related Studies	CRS-441	
English (Required)	ENG-441	*Writing a term paper*
Production Technology	PDT-12	*Co-operative education option*
French	FRE-441, 446	French 541; distance or independent study
Mathematics	241,441,442	MAT-541; distance or independent study
Chemistry	CHE-12	CHE-541; distance or independent study
Physics	PHY-12	PHY-541; distance or independent study
Global History	*HGS-12*	
NEW COURSES		
Physical and Health Education	PHE-341	Challenge for credit, (facilitated)
Wilderness Awareness and Protection	*LDP-BIO**	*with Nat. Park, Environment Orgs., Fishers, etc.*
Democracy and Advocacy	*LDP**	*With Co-op Atlantic, Credit Union, ST. F.X. Extension*

*Locally Developed Programs

NOTE: Required courses are bold and underlined.
Curriculum and program enhancements appear bold and in italics.

This program plan is not a finished product. It is intended as an example of how the wishes of the Margaree Community, as expressed in the three rounds of Kitchen Forums, can be incorporated into the high school programs. The principal and the staff will design the timetables, taking into account the range of teaching resources available and the programs requested by the students. Changes will be needed in the future to reflect the requirements, resources and opportunities that emerge.

BEST COPY AVAILABLE

VI. DRAFT FINANCIAL PLAN

The current provincially controlled education structures make it very difficult for regional school boards to maintain community-based education. The Nova Scotia system of per capita funding effectively determines the minimum size of schools. As enrolments decline in rural areas, failure to maintain this minimum leads to the closing of community schools and the busing of students to central schools. However, rural communities need their schools for social and economic vitality, and rural communities such as Margaree have the capacity and resources to contribute to the economics of education. Closing schools is not the only option.

The economy of the Community-Operated Public School is dependent on the will of the Margaree community to support it. In addition to the volunteer administrative contribution in its Governing Body, the school will benefit from independent fundraising, donated labour for repairs and maintenance and cost-sharing with other community services such as a community computer centre or a public health office that may become located in the building. These contributions, savings and revenues will be necessary as long as public education is funded according to the number of students, rather than according to the equitable delivery of programs.

An even greater economic challenge is taken on by the Community-Operated Public School when it undertakes to enrich education through enhanced programming. The costs of these enhancements are difficult to define. The resources required for locally developed programs would be gathered through partnerships with institutions and organizations such as the Heritage River Board. Outside funding will be sought to support innovative programming that is attractive to donors; dedicated fundraising can be conducted to support specific projects.

However, the issue of financial sustainability of the Community-Operated Public School cannot be ignored. We believe that the benefits of the innovations in this proposal, once demonstrated, will be valued and community-based education will receive the support it deserves from the public education system. The three pilot years will provide the opportunity to demonstrate on-going community support for the school.

Types of Expense

The major expense in education is the cost of teachers' salaries and benefits. The regional school board currently estimates average salaries and benefits at $55,000 per teacher. Schools are allocated teachers according to an 18:1 student-teacher ratio. Thus as enrollment declines, it is increasingly difficult to retain enough teachers to deliver the required number of programs. In order to be economically viable, the Margaree Community-Operated Public School will need the freedom to design, in a participatory manner, the best arrangement among the variables of enrolment, student-teacher ratio, programs and teachers' salaries.

Administration and Instructional Costs include teachers' & administrators' salaries and benefits, and secretarial staff.

Contracted services include janitorial services, program assistants, special education and substitute teachers.

Instructional aids include the cost of textbooks and technical equipment such as computers, including service contracts and maintenance. The traditional classroom resources such as books and other materials have been inadequate at the high school level in Margaree. Budget scenarios #2 and #3 propose that program resources attain a higher priority both for the traditional classroom materials and for other media and outside support. The appropriate use of modern technology is a key to the enhancement and diversification of programs in the Margaree Community-Operated Public School. The school business plan must allow for the maintenance of state-of-the-art hardware, systems and software in a way that retains effectiveness, but does not become an onerous burden on the economics of education.

Property services include anticipated expenditures for utilities, communication, supplies, repairs and maintenance.

Operation includes library services, purchase of office supplies and other miscellaneous services.

Transportation: As previously stated, the regional school board is operating a safe and efficient conveyance system for students. To take advantage of economies of scale, conveyance will be contracted to the regional school board,

supported by transportation grants from the Department of Education. For purposes of this document, neither revenue nor expenses have been included for transportation.

Educational Services: The Margaree Community-Operated Public School will need to maintain a good working relationship with the regional school board in order to optimize the educational services available to its students. The costs and benefits of each service will be assessed in determining the allocation of contracts to the School Board or other institutions.

Capital Expenditures: The top priorities for capital expenditures are the school roof, windows, thermal insulation and exterior surfaces. A redesigned gable roof is seen to be the best long-term solution to the current poorly drained flat roof. The windows need upgrading to double-glazed units for heat conservation. Local tradesmen may be contracted to do the work, and may be asked to donate a significant component of the labour as local equity. Cost sharing arrangements through federal infrastructure grants are being investigated. Co-operation among the Margaree community, the regional school board and the municipal, provincial and federal governments must be attained. Capital expenditures have not been included in the budget projections that follow.

Additional education and facility use: It is proposed that the Margaree Forks District High School (MFDH), which is slated for closure, become the Margaree 9-12 Community-Operated Public School. There will be surplus space in the school (it has been operating as a Grades 7-12 facility) which can be used for an Adult Learning Centre and public services such as a Public Health and Dental Hygienist office and a Business Centre. It also has the potential of expanding to include other community facilities. There will be both expense (utilities, maintenance, etc.) and revenue (cost-sharing) associated with this expanded use.

Sources of Revenue

The financial plan of the Community-Operated Public School requires that the net per student funding currently received by the regional school board from the Department of Education follow the Margaree students and become the primary source of revenue. Some education services will be purchased from the Department of Education and these will be considered in the calculation of the net per

student funding. (Upon the completion of cost-benefit analyses and negotiations, other services may be contracted to the regional school board or to the private sector.)

Recommendations from the Education Funding Review Work Group regarding the Provincial education funding formula indicate that in future some changes may be made to the per capita grant allotted to each public school pupil. For budgetary purposes in this document we have assigned the figure of $4,514.37 per student based on the following breakdown: general formula grant $3,447.06, municipal grant @ 10% $344.70 special education grant $245.50, text book grant $50.68 and a technology grant $61.72. There is also an equity grant to the regional school board of $344.71 per student.

Enrolment projections indicate that in the Margaree catchment area there will be a slight decrease in high school enrolment over the next five years. For purposes of this document we have used the projected enrolment of 121 students, as indicated in the regional school board's documentation for the year 2000.

Other potential sources of funds include institutional and government grants, charitable donations, community partnerships and contributions, dedicated fundraising, in-kind contributions, and rent and service-sharing.

Budget Projections (Year 2000)

The Financial Plan presents three scenarios of budget projections for the year 2000. The three scenarios demonstrate the financial difficulties of operating small rural schools and at the same time offering enriched programming and meeting the terms of the collective agreement.

Scenario 1 is essentially the status quo, using current staffing plans and salary levels. This results in expenses that are 50% higher than revenue.

Scenario 2 entails staff reductions but keeps salary levels, together with supplementary revenue generation. Instructional aids are increased to meet expressed needs and this figure will be adjusted as the need is determined. Scenario 2 has expenses that are 30% higher than revenues.

Only Scenario 3 presents a balanced budget. This is achieved by further reductions in the number of staff and a 25% drop in salaries. The proposed $40,000 for the average salary is in line with average incomes for teachers in independent schools in the Maritimes. The cost of contracted services is also reduced through the donation of labour from the community. This saving has been applied to instructional aids, such as textbooks and equipment, which the community has requested be adequately funded.

Scenario 1

Revenue and expenses using regional school board's figures and estimates (this budget does not include Board-related administrative services such as special education, property services, and board expenses).

Expenses

Administration & instruction (based on present staffing)
1 principal, 1/2 vice principal & 8 teachers @ $55,000
& 1 secretary at $25,000 ---------- $547,500.00

Contracted services (present staffing)
1 janitor @ $25,000. 2 half-time janitors @ $10,000,
1 program assistant @ $30,000,
special education @ $30,000
& substitutes @ $25,000 ---------- $130,000.00

Instructional aids (figures from 1994-95)
$14,810.40 adjusted by 5% per year over 5 yrs. ---------- $18,513.00

Property services (figures from 1994-95)
$61,604 adjusted by 5% over 5 yrs. ---------- $77,005.00

Operations (estimated expenses for office)
supplies & services @ $25,000,
& library @ $25,000 ---------- $50,000.00

TOTAL EXPENSES ---------- $823,018.00

Per Capita Costs ---------- *$6,801.80*

Scenario 1 (continued)

Revenue Before Fundraising

PROVINCIAL GRANT (based on 121 students) ---------- $546,239.00

TOTAL REVENUE BEFORE FUNDRAISING ---------- $546,239.00

Per Capita Revenue ---------- *$ 4,514.37*

Expenses Over Income (Fundraising Need)

SHORTFALL ---------- <$276,779.00>

Per Capita Shortfall ---------- *<$2,287.43>*

Scenario 2

Adjusted revenue and expenses using regional school board's figures and estimates (this budget includes some revenue generating activities and some staffing changes at regional school board's rates; it does not include the board's administration service costs).

Expenses

Administration & instruction
1 principal and 7 teachers @ $55,000
& 1 secretary @ $25,000 ---------- $465,000.00

Contracted services
1 janitor @ $25,000., special education @ $30,000
substitute teachers @ $25,000
& 1 program assistant @ $30,000 ---------- $110,000.00

Instructional aids
text books, technical equipment & service
(increased due to community concerns) ---------- $40,000.00

Property services
oil, electric, water, telephone & insurance ---------- $70,000.00

Operations
supplies & services @ $25,000 & library @ $25,000 ---------- $50,000.00

TOTAL EXPENSES ---------- $735,000.00

Per Capita Costs ---------- *$6,074.38*

Scenario 2 (continued)

Revenue Before Fundraising

PROVINCIAL GRANT (based on 121 students) ---------- $546,239.00

ADDITIONAL EDUCATION & FACILITY USE
(rental and summer use) ---------- $25,000.00

TOTAL REVENUE BEFORE FUNDRAISING ---------- $571,239.00

Per Capita Revenue ---------- *$4,721.00*

Expenses Over Income (Fundraising Need)

SHORTFALL ---------- <$163,761.00>

Per Capita Shortfall ---------- *<$1,353.38>*

Scenario 3

Revenue and expenses reflect adjusted figures based on estimates of average salaries for independent schools (included are revenue generating activities from continuing education and facility usage, reduced staffing rates; not included are regional school board administrative service costs).

Expenses

Administration & Instruction
1 principal @ $50,000, 6 teachers @ $40,000,
1 secretary @ $25,000 & substitute teachers $20,000 ---------- $335,000.00

Contracted services
3 staff members, 1 @ $25,000 & 2 @ $30,000 ---------- $85,000.00

Instructional aids
increased due to expressed community concerns ---------- $40,000.00

Property services
oil, electric, water, telephone & insurance ---------- $70,000.00

Operations
supplies & services @ 25,000 & library @ $25,000 ---------- $50,000.00

TOTAL EXPENSES ---------- $580,000.00

PER CAPITA COSTS ---------- *$4,793.39*

Scenario 3 (continued)

Revenue

PROVINCIAL GRANT (based on 121 students)	$546,239.00
ADDITIONAL EDUCATION AND FACILITY USE	$25,000.00
FUNDRAISING	$8,761.00
TOTAL REVENUE	$580,000.00

Balanced Budget

Financial Management

Responsibility for the financial management of the Community-Operated Public School lies with the Board of Governors. For this reason, the Board must ensure that appropriate skills for monitoring the financial records of the school exist within its membership. A member-at-large may be appointed by the Board to fulfil this duty.

An accountant will be retained to set up a bookkeeping system that is consistent with the requirements of the Department of Education and to generate monthly statements. The accounts will be maintained by the principal and office secretary in accordance with accepted accounting practices. Signatories for the bank account(s) will be the principal and the treasurer of the Board. Monthly financial reports and statements will be presented to the Board and the officer of the Department of Education by the principal of the school.

On a yearly basis, the financial records will be audited, presented to the Minister of Education, and incorporated into the yearly evaluation. The specifications for the financial evaluation will be defined in the Memorandum of Agreement for the Community-Operated Public School. The Agreement will also describe the procedure for "winding-down" the school in the event of insolvency. The audited statements will be considered public documents.

Conclusion

Governments and school boards in the Maritimes have been struggling to solve the problems of delivering an effective public education system with decreasing revenues and increasing costs. This is particularly true in rural areas. As long as education funding is based on student population, Maritime communities will be threatened with school closures whenever enrolments decline. Once closed, community schools have never been reopened under the public system. Communities that have lost their schools fall into social and economic decline from which they may never recover.

It has been the endeavour of the New Learning project to demonstrate that these problems can be solved, and that communities can thrive through the development of community-based solutions. The New Learning project proposes that we need to get better at running small schools because students learn better in their home communities and all generations of citizens benefit from the local development and life-long learning that is nurtured through community-based education.

The differing needs of students demand a diversity of programs and structures. The New Learning Guide presents basic information on current opportunities to improve and enhance public education in the Maritimes. The Guide contains an overview of the range of alternatives that may be employed and it proposes that each community is best equipped to determine the form of education that will most effectively serve its students.

The Community-Operated Public School proposal has been presented as an example of how local resources can be used, not only to preserve the benefits of community-based education, but also to enhance the public education system. This example of a charter-type school may be applied to schools in the Maritimes that have become nonviable under the public system. The concept of the Community-Operated Public School is a challenge to governments and school boards to rethink the dominant restructuring plans that call for the closing of community schools and the busing of students to central schools far from home.

The establishment of alternatives such as the Community-Operated Public School requires change in provincial laws governing education. The New Learning Guide articulates strategies for awareness-building, organizing, and advocating for such change.

The New Learning project is a work in progress. It is designed to be an open "tool box" of information to be used by individuals, organizations, communities and governments to create better education systems in the Maritimes and beyond. The concept of New Learning will continue to be developed in the new millennium, as students, teachers, parents and communities employ the opportunities of our democracy to create avenues to successful learning for present and future generations.

APPENDIX A - NEW LEARNING RESOURCES

Education Enhancement Groups and Partnerships

Appalachia Educational Laboratory Inc. (AEC)

"...works with educators in ongoing [research] and [development] based efforts to improve education and educational opportunity." "AEC operates the ***ERIC Clearinghouse on Rural Education and Small Schools****. AEC works to improve professional quality; curriculum and instruction; community support; and opportunity for access to quality education for all children.*

P.O. Box 1348, Charleston
West Virginia 25325
Phone: 1-800-624-9120
Fax: (304) 347-0487

Canadian Association for Community Education (CACE)

CACE "promotes community education nationally; provides a forum for innovative community education, thought and research; encourages the process of community education through citizen involvement and development of partnership resources; provides and promotes a forum for interaction among community people and organizations with related goals on a national, regional, provincial and local basis; and represents Canada in international coordination and cooperative efforts in community education."

Homepage: www.nald.ca/cacenet.htm

Canadian Business Education Network (CBEN)

"...a network of national, provincial and regional partnership representatives engaged in the sharing of information and research, and the exchange of best-practices in business-education partnership initiatives."

Homepage: www2.conferenceboard.ca/cben

Canadian Education on the Web

"The purpose of Canadian Education on the Web is to bring together everything relating to Canada and education that has a presence on the World Wide Web."

Homepage:
www.oise.utoronto.ca/~mpress/eduweb.html

Canada's SchoolNet

"SchoolNet readies learners for the knowledge-based society. It champions life-long learning and the creation of world-class educational resources through information technology and partnerships."

Homepage: www.schoolnet.ca

Industry Canada, Smart Communities

"a clearing house of information and resources to support the creation of Smart Communities across Canada."

Homepage: http://smartcommunities.ic.gc.ca

BEST COPY AVAILABLE

Learning for a Sustainable Future (LSF)

"A Canadian nonprofit organization whose mandate is to work with educators from across Canada to integrate the concepts and principles of sustainable development into the curricula at all grade levels.
Homepage: http://www.schoolnet.ca/vp-pv/learning/e/index.html
45 Rideau St., Suite 303
Ottawa, Ontario, K1N 5W8
Phone: (613) 562-2238
Fax: (613) 562-2244
E-mail: lsf.org@sympatico.ca

Society for the Advancement of Excellence in Education

The Society "provides non-partisan research, information and communication on education issues to Canadian policy-makers, education partners and the public to improve public education." The Society is a registered non-profit charitable organization and has been conducting a research project on school choice and site-based management at twelve school sites in Alberta and British Columbia.
200-4170 Still Creek Drive
Burnaby, B.C. V5C 6C6
Phone: (250) 717-1163
Fax: (250) 763-3297

Public Education

Association des enseignantes et des enseignants francophones du Nouveau-Brunswick

C.P. 712 (650, rue Montgomery)
Fredericton, Nouveau Brunswick, E3B 5B4
Courrier électronique: aefnb@nbnet.nb.ca

Atlantic Provinces Education Foundation

"The purpose of the Foundation is to provide the framework for joint undertakings of the four departments of education in the area of entry-12 education, in both official languages."
Homepage: www.paef-fepa.org
E-mail: premiers@fox.nstn.ns.ca
Phone: (902) 424-5352; Fax: (902) 424-8976
P.O. Box 2044, Halifax, Nova Scotia, B3J 2Z1

Canadian Education Policy and Administration Network (CEPAN)

"...a comprehensive on-line database and networking forum promoting informed decision-making for elementary and secondary education in Canada."
Homepage: www.cepan.ca

Canadian School Boards Association (CSBA)

"The National voice of the provincial associates of school boards and school trustees... CSBA promotes educational excellence as a national imperative, provides leadership on issues with national implications and fosters and promotes local autonomy in education."
Homepage: www.cdnsba.org
E-mail: admin@CdnSBA.org
350-130 Slater Street, Ottawa, Ontario, K1P 6E2
Phone: (613) 235-3724; Fax: (613) 238-8434

Canadian Teachers Federation

"Active at the national and international levels, CTF is the national voice of teachers in promoting quality education, the status of teachers and equality of opportunity through education." This site includes links to Teachers Federations, Associations, and Unions across Canada.
Homepage: www.ctf-fce.ca

Council of Ministers of Education, Canada

"The Ministers of Education are committed to the improvement of the quality of education provided in their provinces and territories and believe that inter-jurisdictional cooperation can contribute to the realization of that objective."

Homepage: www.cmec.ca
E-mail: cmec@cmec.ca
252 Bloor Street West
Suite 5-200, Toronto, Ontario, M58 1V5
Phone: (416) 964-2551; Fax: (416) 964-2296

Department of Education, New Brunswick

Homepage: www.gov.nb.ca/educ
P.O. Box 6000, (Third Floor, Kings Place),
Fredericton, N.B., E3B 5H1
Phone: (506) 453-3678; Fax: (506) 453-3325

Department of Education, Nova Scotia

Homepage: www.EDnet.ns.ca
E-mail: Webmaster@EDnet.ns.ca
P.O. Box 578, 2021 Brunswick Street
Suite 402, Halifax, Nova Scotia, B3J 2S9
Phone: (902) 424-5168; Fax: (902) 424-0511

Department of Education
Prince Edward Island

Homepage: www.gov.pe.ca/educ
E-mail: education@gov.pe.ca
Second Floor, Sullivan Building,
16 Fitzroy Street, P.O. Box 2000
Charlettetown, Prince Edward Island, C1A 7N8
Phone: (902) 368-5600; Fax: (902) 368-4663

New Brunswick Teachers' Association

P.O. Box 752, Fredericton
New Brunswick, E3B 5R6
Phone: (506) 452-8921; Fax: (506) 453-9795

Teachers for Excellence in Education

"Teachers for Excellence is a professional association founded in 1989 to promote higher performance in the Canadian public school system." They produce a quarterly newsletter, organize education conferences and workshops, examine international research and education trends and publish position papers to advise governments and policy-makers. It is a registered non-profit society.

P.O. Box 25068, Mission Park
Kelowna, B.C. V1W 3Y7
Phone: (250) 763-0852; Fax: (250) 763-3297
Toll Free: 1-800-338-1667
Homepage: www.geocities.com/Athens/7192

Nova Scotia Teachers Union

3106 Dutch Village Road
Halifax, Nova Scotia, B3L 4L7
Phone: 902-477-5621
Toll Free: 1-800-565-6788 (in Nova Scotia)
Fax: 902-477-3517
Email: webmaster@nstu.ns.ca

Prince Edward Island Teachers' Federation

Box 6000, Charlottetown
Prince Edward Island, C1A 8B4
Phone: (902) 569-4157
Fax: (902) 569-3682

Literacy Support

ABC CANADA

"...a national non-profit literacy organization, in partnership with business, labour, educators, and governments... focuses on public awareness programs and helps the private sector to establish workplace basic education programs."
Homepage: http://abc-canada.org

National Adult Literacy Database Inc.

"The National Adult Literacy Database Inc. (NALD) is a federally incorporated, non-profit service organization which fills the crucial need for a single-source, comprehensive, up-to-date and easily accessible database of adult literacy programs, resources, services and activities across Canada. It also links with other services and databases in North America and overseas."
Homepage: www.nald.ca
E-mail: info@nald.ca
Scovil House, 703 Brunswick Street
Fredericton, New Brunswick, E3B 1H8
Telephone: (506) 457-6910

New Brunswick

New Brunswick Committee on Literacy

"MISSION: to continue to influence the direction of literacy policy; and to encourage and support the ongoing development of family, workplace and community literacy based projects."
68 Prospect Street West
Fredericton, New Brunswick, E3B 2T8
Telephone: (506) 457-1227
Fax: (506) 458-1352
E-mail: literacy@nbnet.nb.ca
Homepage: www.nald.ca/nbelhom

John Howard Society of New Brunswick

618 Queen Street, Suite 5
Fredericton, New Brunswick
Telephone: (506) 457-9810
Fax: (506) 459-4201
E-mail: jhsbn@nbnet.nb.ca

La Fédération d'alphabétisation du Nouveau-Brunswick

147 B, rue Court
Grand-Sault/Grand Falls
Nouveau-Brunswick E3Z 2R1
Téléphone: (506) 473-4404
Courrier électronique: fanb@nbnet.nd.ca

Laubach Literacy New Brunswick

62 Williams Street
Moncton, New Brunswick E1C 2G5
Telephone: (506) 388-3013
E-mail: psawyer@nbnet.nb.ca

The Learning Disabilities Association

420 York Street
Fredericton, New Brunswick E3B 3P7
Telephone: (506) 459-7852
E-mail: ldanb@nbnet.nb.ca

Nova Scotia

Annapolis County Learning Network

P.O. Box 100, Annapolis Royal
Nova Scotia B0S 1A0
Telephone: (902) 532-3408
Fax: (902) 532-3401
E-mail: ACLN98@hotmail.com

Antigonish County Adult Learning Association

P.O. Box 1018, West Street
Room 351, Third Floor
Antigonish, Nova Scotia B2G 2S3
Telephone/Fax: (902) 863-3060
E-mail: acala@ns.sympatico.ca

Dartmouth Literacy Network

Box 1004, Marshall Treatment Centre
300 Pleasant Street
Dartmouth, Nova Scotia B2Y 3Z9
Telephone: (902) 464-3444
E-mail: dln@chebucto.ns.ca

Halifax Community Learning Network

Saint Leonard's Society of Nova Scotia
2549 Brunswick Street
Halifax, Nova Scotia B3K 2X5
Telephone: (902) 423-1219
Fax: (902) 492-0704

Nova Scotia Provincial Literacy Coalition

P.O. Box 1516
Truro, Nova Scotia B2N 5V2
Telephone: (902) 897-2444/2512 or
Toll-Free: 1-800-255-5203
Fax: (902) 897-4020
E-mail: nsplc@ns.sympatico.ca

GED Offices in Nova Scotia

GED Metro

Serving Halifax Regional Municipality
Department of Education
P.O. Box 578, 2021 Brunswick Street
Halifax, Nova Scotia B3J 2S9
Telephone: (902) 424-4227
E-mail: ged@enet.ca

GED South Shore

Serving Lunenburg and Queens Counties
Department of Education
c/o Lunenburg Campus, NSCC
75 High Street, Bridgewater
Bridgewater, Nova Scotia B4V 1V8
Telephone: (902) 543-0649

GED Southwestern

Serving Digby, Yarmouth and Shelburne Counties
Department of Education
c/o Burrige Campus, NSCC
372 Pleasant Street
Yarmouth, Nova Scotia B5A 2L2
Telephone: (902) 742-0640

GED Valley

Serving Hants, Kings and Annapolis Counties
Department of Education
c/o Kingstec Campus, NSCC
P.O. Box 487, 236 Belcher Street
Kentville, Nova Scotia B4N 3X3
Telephone: (902) 679-6203

GED Northern

Serving Colchester, Cumberland and Pictou Counties
Department of Education
60 Lorne Street, Suite 300
Truro, Nova Scotia B2N 3K3
Telephone: (902) 893-5988

GED Strait

Serving Guysborough, Antigonish, Richmond and Inverness Counties
Department of Education
c/o Strait Area Campus, NSCC
P.O. Box 1225, 226 Reeves Street
Port Hawkesbury, Nova Scotia B0E 2V0
Telephone: (902) 625-3761

BEST COPY AVAILABLE

GED Cape Breton

Serving Cape Breton and Victoria Counties
Department of Education
c/o Marconi Campus, NSCC
P.O. Box 1042, 1240 Grand Lake Road
Sydney, Nova Scotia B1P 6J7
Telephone: (902) 563-6J7

Prince Edward Island

Frontier College

P.O. Box 325, Cornwall
Prince Edward Island C0A 1H0
Telephone: (902) 675-4791
E-mail: burkhorn@isn.net

Learning and Reading Partners

P.O. Box 1807, 179 Queen Street
Charlottetown, Prince Edward Island C1A 4B4
Telephone/Fax: (902) 628-8178
E-mail: 1rpals@cycor.ca

PEI Literacy Alliance

3 Queen Street, 3rd Floor
P.O. Box 400 Charlottetown
Prince Edward Island C1A 7K7
Telephone: (902) 368-3620
Fax: (902) 368-3269
E-mail: peiliteracy.alliance@pei.sympatico.ca

Project L.O.V.E

Let Older Volunteers Educate
P.O. Box 2000 Charlottetown
Prince Edward Island C1A 7N8
Telephone: (902) 368-4695

Workplace Education-PEI

P.O. Box 3254, 3 Queen Street
Charlottetown, Prince Edward Island C1A 8W5
Telephone: (902) 368-4844
E-mail: workpei@pei.sympatico.ca

Charter Schools

ABC Charter Public School

Grades 1-3 Gifted and Talented
414-11A Street, NE Calgary, Alberta, T2E 4P2
Telephone: (403) 234-9612
Fax: (403) 234-9569

Almadina Charter School

Grades 1-9 English as Second Language
411-11 Avenue, SE Calgary, Alberta, T2G 0Y5
Telephone: (403) 543-5071
Fax: (403) 543-5073

Aurora Charter School

Grades K-12 Traditional Program
8755-170 Street, Edmonton, Alberta, T5R 5Y6
Telephone: (403) 930- 5502
Fax: (403) 930-5598

Boyle Street Education

12-19 (age range). Students at Risk
10116-105 Avenue
Edmonton, Alberta, T5H 0K2
Telephone: (403) 424-4106
Fax: (403) 425-2205

Centre for Academic and Personal Excellence

Grades 1-9 Academic and personal excellence
51-6 Street, SE, Medicine Hat, Alberta, T1A 1G5
Telephone: (403) 528-2983
Fax: (403) 528- 3048

Charter School Research

This website includes up-to-date information on charter schools.
Homepage: http://csr.syr.edu/

Foundations for the Future

Grades K-12 Back to Basics
4330-16th Street, SW Calgary, Alberta, T2T 4H9
Telephone: (403) 243-3316
Fax: (403) 287-7367

Moberly Hall Charter School

Grades 1-11 Learning Styles
194-B Grenfell Crescent
Fort McMurray, Alberta, T9H 2M6
Telephone/Fax: (403) 743-9407

National Charter School Study

This website is home to the U.S. Department of Education four year study of charter schools. It provides links to other sites concerned with charter schools.
Homepage: http://carei.coled.umn.edu/Charterschools/NatChrtr.html

New Horizons

Grades K-12 Gifted and Talented
3 Spruce Avenue
Sherwood Park, Alberta, T8A 2B6
Telephone: (403) 467-6409
Fax: (403) 417-1786

Science Alberta Foundation Charter School

Grades 4-6 Science and Math focus
1200, 800 Sixth Avenue
SW Calgary, Alberta, T2P 3G3
Telephone: (403) 260-1996
Fax: (403) 260-1165

Suzuki Charter School

Grades 1-9 Music concentration
7211-96A Avenue, Edmonton, Alberta, T6B 1B5
Telephone: (403) 468-2598
Fax: (403) 463-8630

BEST COPY AVAILABLE

The Centre for Education Reform

The Centre is an educational reform clearinghouse which provides information on charter schools.
1001 Connecticut Avenue, N.W.
Suite 204 Washington, D.C., U.S.A. 20036
Telephone: (202) 822-9000
Homepage: http://edreform.com/index.html

The Grant Maintained Schools Centre

The Centre offers information on Grant maintained Schools (Charter Schools) in the United Kingdom.
Red Lion House, 9-10 High Street
Wycombe, Bucks, United Kingdom HP11 2AZ
Telephone: 01 494 474 470

The Educational Excellence Network

This Network is sponsored by the Hudson Institute. It has prepared information about charter schools including early research studies on chartering in the U.S.
c/o Hudson Institute
5396 Emerson Way
Indianapolis, IN 46226
Telephone: (317) 545-1000
Homepage:
http://www.edexcellence.net/index.html

Private (Independent) Schools

Associations

Canadian Education Association

OISE Building, 252 Bloor St. West
Toronto, Ontario, M5S 1V5
Telephone: (416) 924-7721

Canadian Association of Independent Schools (CAIS)

"CAIS is an association for independent schools that operate in Canada or lead to a Canadian diploma in a location outside of the country. Member schools are non-profit institutions with elected Boards of Governors who are responsible for hiring a Head to manage the daily operation of the school. To qualify for membership, schools must offer an academic program that will prepare students for entrance to institutions of higher education."

Visit the Web: http://www.cais.ca/
Box 1502, St.Catharines, Ontario, L2R 7J9
Telephone: 905-688-4866
Fax: 905-688-5778

Canadian Jewish Congress

1590 Dr. Penfield Avenue
Montreal, Quebec, H3G 1C5
Telephone: (514) 931-7531

Christian Schools International

3350 East Paris Avenue,
S.E. Grand Rapids, Michigan, 49518-8709
Telephone: (616) 957-1070

Foundation for Montessori Education

3 Riverview Gardens,
Toronto, Ontario, M6S 4E4
Telephone: (416) 769-7457

International Schools Association (ISA)

Rue de Carouge 28, CH-1205, Geneva
Phone: + 41 22 708 1184
Fax: + 41 22 708 1188
Visit the Web: http://www.ecis.org/isa/

The Council For Advancement and Support of Education

CASE is an international association of education advancement officers dedicated to helping their members (who include alumni administrators, fund raisers, public relations managers, publication editors and government relations officers) advance the cause of education by offering information resources and training opportunities. CASE membership includes more than 2,900 colleges, universities, and independent elementary and secondary schools in the United States, Canada, Mexico, and 27 other countries. Thus making CASE the largest nonprofit education association in terms of institutional membership. CASE is organized in districts that are governed by District Chairs. District One, the North Atlantic, includes New Brunswick, Newfoundland, Nova Scotia, Prince Edward Island, Quebec, Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

Homepage: www.case.org
E-mail: districts@case.org
CASE 1307 New York Avenue, NW Suite 1000,
Washington, DC, 20005-4701
Telephone: (202) 328-5900
Fax: (202) 387-4973

Schools of North America

3911 Bannister Road
Fair Oaks, California 95628
Telephone: (916) 961-0972

BEST COPY AVAILABLE

New Brunswick Private Schools

Apostolic Christian School

(Grades P-12)
123 Main Street
Plaster Rock, New Brunswick E7G 2H2
Telephone: (506) 356-8690
Fax: (506) 356-9996

Apostolic Christian Training School

(Grades P-12)
PO Box 1691, RR#1
Salisbury, New Brunswick, E0A 3E0
Telephone: (506) 372-4351

Bethel Christian Academy

(Grades P-12)
Box 21 Young's Cove Road
Queen's County, New Brunswick E0G 2B0
Telephone: (506) 488-2442
Fax: (506) 488-1802

Christian Liberty Church School

(Grades P-12)
218 Hampton Road
Quispamsis, New Brunswick E2E 4M5
Telephone: (506) 847-4053

Cornerstone Christian Academy

(Grades 1-12)
531 Dunn Avenue.
Saint John, New Brunswick E2M 2W6
Telephone: (506) 635-5869

Coverdale Christian Academy

(Grades P-12)
Lower Coverdale Baptist Church
1121 Route 114
Moncton, New Brunswick E1J 1A3
Telephone: (506) 387-2900
Fax: (506) 387-7830

Devon Park Christian School

(Grades P-12)
P.O. Box 3510, Stn B
145 Clark Street, Fredricton
New Brunswick E3A 5J8
Telephone: (506) 459-3955

Fredericton Montessori School

(Grade Primary)
749 Charlotte Street
Fredericton, New Brunswick E3B 1M6
Telephone: (506) 459-3955

Hoyt Christian School

(Grades P-12)
6540 Highway 101
Hoyt, New Brunswick E0G 2B0
Telephone: (506) 687-4754

Maplevale School

(Grades 9-12)
111 Ward Settlement
Branch Road, Cross Creek
New Brunswick E6B 2A5
Telephone: (506) 367-2518

Moncton Wesleyan Academy

(Grades P-12)
945 St. George Blvd.
Moncton, New Brunswick E1E 2C9
Telephone: (506) 387-2900
Fax: (506) 387-7830

Montessori Children's Centre

(Grades P-6)
PO Box 2501 1(E1C 9M9)
76 John Street, Moncton
New Brunswick E1C 2H2
Telephone: (506) 855-1234

Perth Seventh-Day Adventist School

(Grades 2-8)
12 McCrea Street
Perth-Andover, New Brunswick E7H 3B3
Telephone: (506) 273-2063

RCS-Netherwood School

(Grades 6-12)
40 College Hill Road
Rothesay, New Brunswick E2E 5H1
Telephone: (506) 847-8224
Fax: (506) 848-0851

River Valley Private School

(Grades P-1)
PO Box 245 Grand Bay-Westfield
New Brunswick E0G 1W0
Telephone: (506) 738-1114

River Valley Seventh-Day Adventist School

(Grades 1-8)
870 Grandame Street
Fredericton, New Brunswick E3B 3Z8
Telephone: (506) 458-8120

Rothesay Baptist Christian School

(Grades P-12)
PO Box 4722, 30 Vincent Road
Rothesay, New Brunswick E2E 5X4
Telephone: (506) 848-6373
Fax: (506) 848-6379

Saint John Christian Academy

(Grades P-12)
PO Box 758, 34 Mount Pleasant
Avenue East, Saint John,
New Brunswick E2K 4N1
Telephone: (506) 633-4959
Fax: (506) 633-4958

Somerville Christian Academy

(Grades P-5)
2608 Route 103, Somerville
New Brunswick E7P 3A9
Telephone: (506) 375-4327
Fax: (506) 375-4406

St. John Valley Mennonite School

(Grades 1-9)
2943 Route 560, Williamstown
Carleton County, New Brunswick E7K 2A6
Telephone: (506) 276-1999

Sussex Wesleyan Christian School

(Grades P-12)
45 Chapman Drive
Sussex, New Brunswick E4E 1M4
Telephone: (506) 433-4005
Fax: (506) 433-3402

Woodland Junior Academy

c/o Kennebec Manor
(Grades P-9)
475 Woodward Avenue
Saint John, New Brunswick E2K 4N1
Telephone: (506) 634-1607

Nova Scotia Private Schools

Apple Blossom School

(Grades P-6 and 7-9) Curriculum supplied by the Curriculum Committee for Canadian Independent Schools of the Church of God in Christ, Mennonite.
2369 Black Rock Road
RR#2 Waterville, Nova Scotia B0P 1V0
Telephone: (902) 538- 0051
Fax: (902) 538-0129

Ambrae Academy

(Grades P-6, 7-9 and 10-12) Follows the Nova Scotia public school curriculum with enrichment.
1400 Oxford Street
Halifax, Nova Scotia B3H 3Y8
Telephone: (902) 423-7920
Fax: (902) 423-9731

BEST COPY AVAILABLE

Bedford Elementary Academy

(Grade Primary) Follows the Nova Scotia public school curriculum for grade primary with enrichment.
154 Shore Drive
Bedford, Nova Scotia B4A 2E5
Telephone: (902) 832-0229
Fax: (902) 832-1186

Bellroyal Academy of Early Learning

(Grade Primary) Follows the Nova Scotia public school curriculum for grade primary with enrichment.
67 Bellroyal Court
Dartmouth, Nova Scotia B2V 2B4
Telephone: (902) 434-9639

Bridgeway Academy of Early Learning

(Grades 5-6, 7-9 and 10-12) A day school for students ages 8-20 who are of average to above-average intelligence and have been diagnosed with moderate to severe learning disabilities. The Nova Scotia public school curriculum is followed with adjustments in presentation as necessary.
94 Crichton Avenue
Dartmouth, Nova Scotia B3A 3R4
Telephone: (902) 464-0134

Calvary Baptist Academy

(Grades P-6 and 7-9) Intended chiefly to serve the congregation of the Calvary Baptist Church. Uses texts and materials from Beka Book Publications, Rod and Staff Publications and Bob Jones University Press in the majority of subjects. The remainder is Nova Scotia public school curriculum. Offers bible in addition to traditional subjects.
RR#1 Wilmot
Nova Scotia B0P 1W0
Telephone: (902) 765-8094
Fax: (902) 765-8094

BEST COPY AVAILABLE

Colchester Christian Academy

(Pre-School, Grades P-6, 7-9 and 10-12) Curriculum is a combination of Beka Book Publications and Nova Scotia public school curriculum. The school is operated as a ministry of The People's Church, Truro.
Box 393, 15 Elm Street
Truro, Nova Scotia B2N 5C5
Telephone: (902) 895-6520
Fax: (902) 893-3727

Crossroads Academy

(Grades P-4) Offers a full day grade primary program as well as Grades 1-4 following Nova Scotia public school curriculum.
4 Westwood Blvd, Unit 14
Box 180, Tantallon, Nova Scotia B3Z 1H3
Telephone: (902) 826-1805

Dalhousie Co-operative School

(Pre-School and Grades P-6) Curriculum areas are taught through a theme approach. Four rotating yearly themes generally cover skills outlined in the Nova Scotia public schools curriculum. Mathematics, music and French are taught separately.
5846 South Street, Building #5
Halifax, Nova Scotia B3H 1S6
Telephone: (902) 423-9777

Guiding Light Christian Academy

(Ungraded Ages 10-19) The Accelerated Christian Education program is used. The school is operated as a ministry of Guiding Light Baptist Church and enrolment is limited to members' or former member's children.
P.O. Box 124
Shag Harbour, Nova Scotia B0W 3B0
Telephone: (902) 723-2171

Halifax Christian Academy

(Grades P-6, 7-9 and 10-12) Uses a combination of a Christian curriculum and the Nova Scotia public school curriculum.
2020 St. Margarets Bay Road
Timberlea, Nova Scotia B3T 1C3
Telephone: (902) 876-8497

Halifax Grammar School

(Grades P-6, 7-9 and 10-12) Uses Nova Scotia public school curriculum with enrichment. Entrance restricted to those expecting and aspiring to receive a university education. International Baccalaureate is offered in grades 11 and 12.

5750 Atlantic Street
Halifax, Nova Scotia B3H 1G9
Telephone: (902) 422-6497
Fax: (902) 422-4884

Kings County Christian School

(Grades P-6 and 7-9) Follows guidelines by the Nova Scotia public school curriculum, but uses some texts from Christian publishers. Bible, formal grammar and French are offered and all subjects are taught from a Christian perspective. Parents must be members of the Kings County Christian School Society for their children to attend.

6185 Highway #1
Cambridge Station, Nova Scotia B0P 1G0
Telephone: (902) 679-6641

Kings-Edgehill School

(Grades 6, 7-9 and 10-12) uses Nova Scotia public school curriculum with enrichment, plus International Baccalaureate. Entrance test and interview required. Residential and day students accepted. All courses are university preparatory. Compulsory cadet and athletic programs.

254 College Road
Windsor, Nova Scotia B0N 2T0
Telephone: (902) 798-2278

Kingston Bible College Academy

(Pre-school, Grades P-6, 7-9, and 10-12) Uses Nova Scotia public school curriculum along with texts from Christian publishers. Bible is taught at each grade level. Educational arm of the International Christian Mission Inc.

Comp A, Site 6, RR#5
Kingston, Nova Scotia B0P 1R0
Telephone: (902) 765-2177
Fax: (902) 765-3589

Landmark East School

(Grades 4-6, 7-9 and 10-12 Ungraded) Remedial, residential school offering four types of programs: "Academic Remedial" providing individualized programs for learning disabled students, "Middle and High School Completion Programs" following Nova Scotia public school curriculum with Learning Resource Strategies and "Adult Literacy" a non-graded academic program for learning disabled adults ages 19+.

476 Main Street, PO Box 1270
Wolfville, Nova Scotia B0P 1X0
Telephone: (902) 542-2237
Fax: (902) 542-4147

Living Waters Christian Academy

(Grades P-6 and 7-9) Uses a combination of Beka Books, Bob Jones University Press, Positive Action for Christ and the Nova Scotia public school curriculum.

PO Box 175, Tusket
Nova Scotia B0W 3M0
Telephone: (902) 648-2676

Maritime Muslim Academy

Uses Nova Scotia public school curriculum as well as compulsory Islamic studies and Arabic language.

6225 Chebucto Road
Halifax, Nova Scotia B3L 1K7
Telephone: (902) 429-9067

New Minas Seventh-Day Adventist Church School

(Grades 2-6 and 7) Uses a combination of Nova Scotia public school curriculum and Seventh Day Adventist curriculum for language arts, science, music and Bible.

Box 74 Kentville
Nova Scotia B4N 3V9
Telephone: (902) 681-1034

New Testament Baptist Academy

(Ungraded Ages 8-12) New Testament Baptist Church operates the school for the children of the families who attend the church. Uses a combination of Accelerated Christian Education, A Beka and Saxon curriculum.

Carleton, Nova Scotia B0W 1L0
Telephone: (902) 761-2868

BEST COPY AVAILABLE

Northfield School

(Grades 1-6 and 7-9) Church of Northfield, Kleingemeinde operates the school. It uses a combination of curriculum including Pathway Publisher for language, Christian Light for geography and science, and the school's personal texts for math and Bible. German offered as a second language.
Box 9, RR#1
Upper Kennetook, Nova Scotia B0N 2L0
Telephone: (902) 369-2886
Fax: (902) 369-2308

Northside Christian Academy

(Grades P-6, 7-9 and 10-12) Uses Accelerated Christian Education Program plus Nova Scotia public school curriculum for history and geography.
302 Main Street
Sydney Mines, Nova Scotia B1V 2M6
Telephone: (902) 736-6465
Fax: (902) 736-0037

Northumberland Christian School

(Grades 1-6 and 8-9) Uses curriculum set out by church of God in Christ, Mennonite.
Box 273, Tatamagouche
Nova Scotia B0K 1V0
Telephone: (902) 657-3767
Fax: (902) 657-4189

Oakwood Academy

(Grades P-6, 7-9 and 10-12) Uses nova Scotia public school curriculum with adjustments. School is designed to help any student who would benefit from a low teacher-student ratio.
5521 Chester Road, Box 2262
Windsor, Nova Scotia B0N 2T0
Telephone: (902) 789-1159

Sacred Heart School of Halifax

(Grades P-6, 7-9 and 10-12) Follows the public school curriculum plus religious education at all levels. Spanish is offered in senior grades. Co-educational in grades P-6, females only in grades 7-12.
5820 Spring Garden Road
Halifax, Nova Scotia B3H 1X8
Telephone: (902) 423-1358
Fax: (902) 423-7691

Sandy Lake Seventh Day Adventist Academy

(Grades P-6, 7-9 and 10-12) Seventh Day Adventist affiliation. Uses Seventh-Day Adventist program for religion, science and part of language arts in Grades Primary to 8. Nova Scotia public school curriculum is followed for grades 9-12
35 Killarney Drive
Bedford, Nova Scotia B4B 1B7
Telephone: (902) 835-8548

Shambhala Elementary School

(Pre-School and Grades P-6) Offers a developmentally based, arts integrated, multi-cultural curriculum.
6119 Chebucto Road
Halifax, Nova Scotia B3K 1K7
Telephone: (902) 422-5395
Fax: (902) 852-5533

Shambhala Middle School

(Grades 7-9 and 10-12) Contemplative education. The program has an integrated curriculum with a multicultural emphasis. Teachers are required to have experience in contemplative education and a personal meditation practice.
5450 Russell Street
Halifax, Nova Scotia B3K 1W9
Telephone: (902) 454-6100
Fax: (902) 454-6157

BEST COPY AVAILABLE

Thomas Aquinas Center

(Grades 4-6, 7-9 and 10-12 Ungraded) A day school and Research Center for students with Attention Deficit. Uses Nova Scotia public schools curriculum.
5 Crighton Avenue
Dartmouth, Nova Scotia B2Y 1P1
Telephone: (902) 461-4515
Fax: (902) 461-4515

Way of Truth Academy

(Ungraded Ages 5-17) Uses School of Tomorrow Program which focuses on individualized mastery learning. Restricted to children of Bible Baptist Church.
490 Abercrombie Road
New Glasgow, Nova Scotia B2H 1L5
Telephone: (902) 752-8774

Prince Edward Island Private Schools

John J. Slark Memorial School

(First Nations - Band School)

(Grades Primary-6)
Box 127 Lennox Island
Prince Edward Island C0B 1P0
Telephone: (902) 831-2777
Fax: (902) 831-3153

Fair Isle Adventist School

(Grades 1-9)
20 Lapthorne Avenue
Charlottetown
Prince Edward Island C1A 2M2
Telephone: (902) 894-9301

Grace Christian School

(Grades Primary-12)
50 Kirkdale Road
Charlottetown
Prince Edward Island C1E 1N6
Telephone: (902) 628-1668

Immanuel Christian School

(Grades 1-9)
65 Kirkwood Drive
Charlottetown
Prince Edward Island C1A 8C3
Telephone: (902) 628-6465 (school)
(902) 675-4480 (after school)

BEST COPY AVAILABLE

Home Schooling

Associations

The Association of Canadian Home Based Education (ACHBE)

The ACHBE is an association committed to providing advice and information on home schooling to individuals and organizations. ACHBE acts as a special interest group, both regionally and nationally, to help protect the rights of all Canadians wishing to educate their children at home. The goal of ACHBE is "to inform every home-based education group in Canada about the new organization and invite them to join". The ACHBE homepage includes a full listing of provincial and territorial home schooling associations across the country

Homepage: www.flora.org/homeschool-ca/achbe/homeschool-ca-org-owner@flora.org
E-mail: hbl@ilos.net
Suite 145, 35-2855 Pembina Hwy
Winnipeg, Manitoba, R3T 2H5
Fax: (815) 366-5342

The Canadian Alliance of Home Schoolers

The Canadian Alliance of Home Schoolers produces a homepage of resource material to help people learn more about homeschooling. The Homepage also includes a listing of Natural Life *books written by well-known 'deschooling pioneer' Wendy Priesnitz.*

Homepage: www.life.ca/hs/

Christian Heritage School of Home Educators

(Grades P-6, 7-9 and 10-12) School comprises Christian home educating families who submit plans and progress reports to the school administration. Uses Bob Jones University Press, A Beka Book Publications and Alpha Omega.

93 Hannebury Drive
Dartmouth, Nova Scotia B2V 1P7
Telephone: (902) 345-3885

Living Waters Christian Academy

Students are Home-Schooled and meet one day a week. Accelerated Christian Education Curriculum. The school is a ministry of Habitation Baptist Church.

RR#2 Granville Ferry
Nova Scotia B0S 1K0
Telephone: (902) 532-2813

BEST COPY AVAILABLE

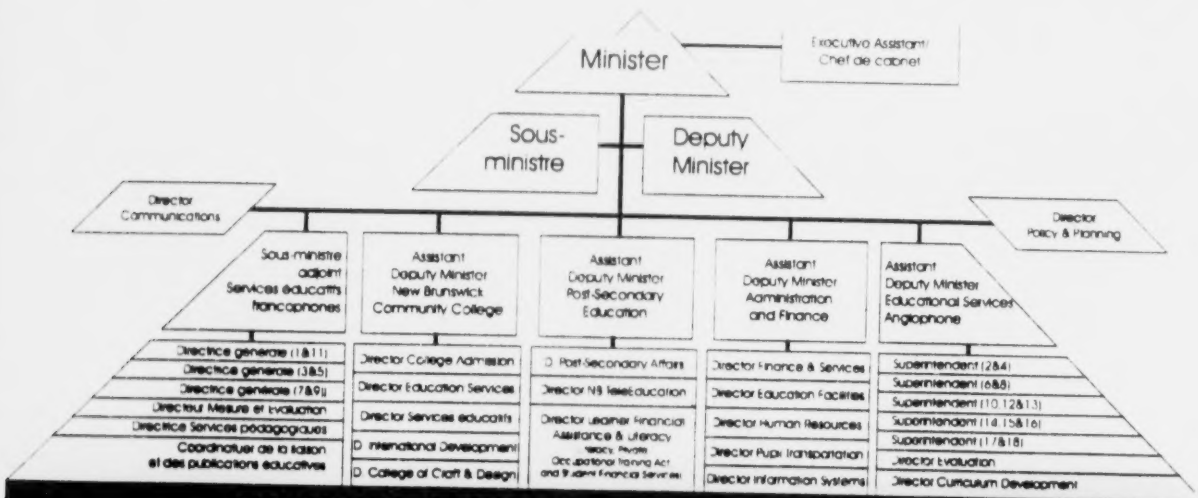
APPENDIX B - PUBLIC EDUCATION STRUCTURES IN THE MARITIME PROVINCES

New Brunswick

Department of Education

The provincial government appoints the Minister of Education for New Brunswick. The Minister is fully responsible for managing and directing all aspects of the Department of Education. The Department develops and establishes curriculum, sets evaluation standards, forms a link to school principals and oversees education administration and financing for the eighteen provincial Francophone and Anglophone districts. The Minister is directly aided by two appointed Deputy Ministers and their secretaries (one Francophone and one Anglophone) and an Executive Assistant.

There are five main branches within the New Brunswick Department of Education. They include Anglophone Educational Services, Francophone Educational Services *(Services éducatifs francophones)*, New Brunswick Community College (NBCC), Post-Secondary Education, and Administration and Finance. Divisions for Communications, and Policy and Planning are independent. They



NEW BRUNSWICK DEPARTMENT OF EDUCATION

BEST COPY AVAILABLE

are responsible to the ministerial appointments and provide services to the five other branches.

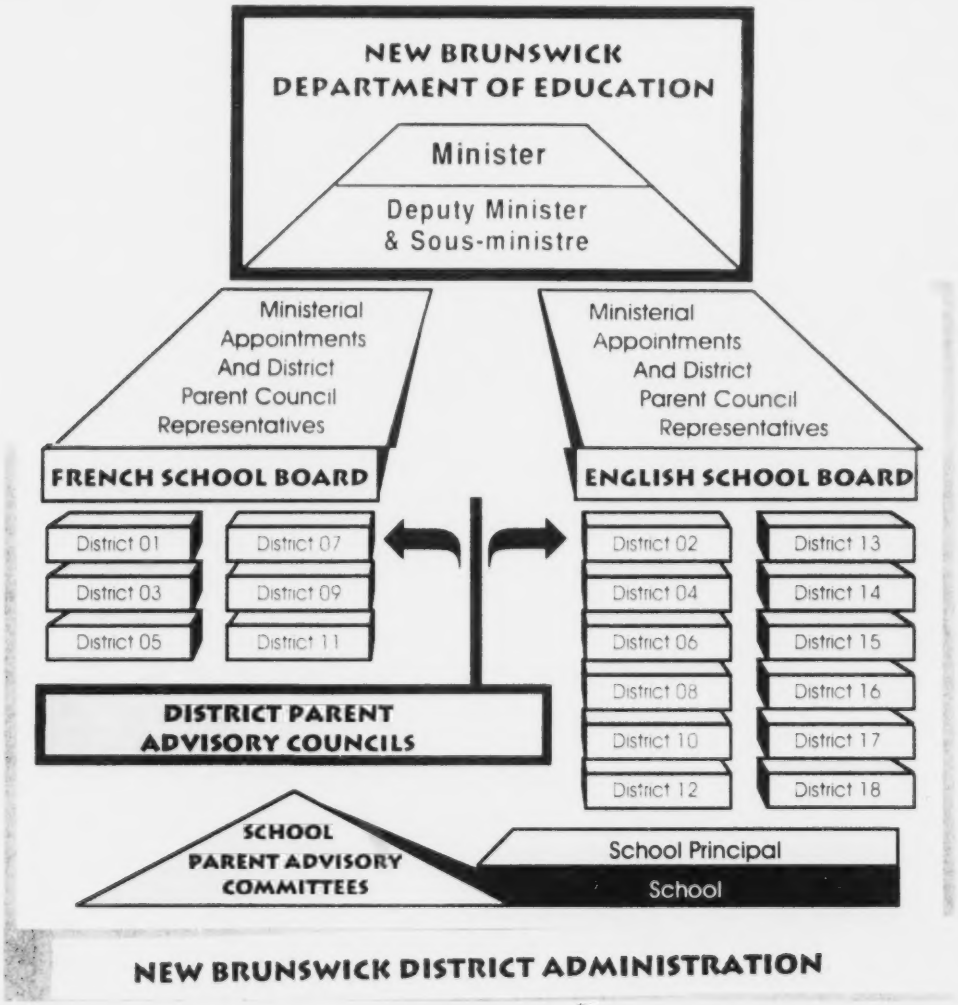
Educational Services Divisions

Francophone and Anglophone Educational Services are two separate sectors that form parallel branches in the New Brunswick Department of Education. For both branches, directors are appointed to manage divisions for Curriculum Development and Evaluation and superintendents are appointed to work directly with school principals.

There are three superintendents in the Francophone Education Services branch who manage school principals in six Francophone districts. There are five superintendents in the Anglophone Education Services branch who manage school principals in twelve Anglophone districts.

Divisions of the NBCC

The NBCC branch is composed of five divisions: College Admission, Anglophone Educational Services, Francophone Educational Services *(Services éducatifs*



NEW BRUNSWICK DISTRICT ADMINISTRATION

francophones), International Development and Colleges/College of Craft and Design.

Post-Secondary Education Divisions

The Post-Secondary Education branch is composed of three divisions: Post-Secondary Affairs, NB Tele Education, and Learner Financial Assistance and Literacy. The Learner Financial Assistance and Literacy division oversees Literacy, the Private Occupational Training Act and Student Financial Services.

Administration and Finance Divisions

The Administration and Finance branch has five divisions: Finance and Services, Educational Facilities, Human Resources, Pupil Transportation, and Information Systems. A director is appointed to manage each division of the Administration and Finance branch. The Administration and Finance branch coordinates directly with district parent advisory council representatives on the Anglophone and Francophone provincial school boards.

District Administration

The administrative structure of the public education system in New Brunswick includes the Minister of Education and the Administration and Finance branch of the New Brunswick Department of Education. It also includes the two provincial school boards, district parent advisory councils, and school parent advisory committees. Parent advisory councils and committees are mandatory in New Brunswick.

In 1996, New Brunswick adopted a new education system whereby regional school boards were abolished and replaced by two province wide School Boards (1 Anglophone and 1 Francophone) and District Parent Advisory Councils. At the school level, parents are elected to provide input and direction through a school parent advisory committee. The school parent advisory committee advises its principal *only* on local education issues and appoints one or two parents to represent their school on their district parent advisory council. There are eighteen of these councils in New Brunswick.

The two provincial School Boards in New Brunswick are comprised of representatives elected from each of the District Parent Advisory Councils; twelve to twenty-four members on the Anglophone Board and six to twelve members on the Francophone Board. The school boards are decision-making bodies that approve and direct the activities of the district administration.

ADULT EDUCATION AND NEW LEARNING

Adult Education is an essential component of the concept of New Learning. Provincial governments have the responsibility to meet the needs of adult learners and the three Maritime Departments of Education offer a variety of programs for adults wishing to upgrade their knowledge and skills. It is beyond the scope of the New Learning Guide to present information on all of these programs. Rather, the Guide outlines some important initiatives taken in adult education in each of the three Maritime provinces.

Education Act and Mandate

The Education Act for New Brunswick is listed under Chapter E-1.12. The Mission Statement for public education as listed in the 1997-98 Department of Education *Annual Report* is, "To have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfilment and to contribute to a productive, just and democratic society."

Collective Agreements

The Human Resources division of the Administration and Finance branch provides support services to districts for collective agreement interpretation. The New Brunswick Department of Education has separate collective agreements with:

- the teachers;
- additional school staff (e.g. clerical staff, librarians, and training assistants);
- custodians and bus drivers; and
- instructional staff at the community college level.

These collective agreements last from 3 to 4.5 years.

Public Education Overview and Learning Requirements

In New Brunswick free education programs and services, offered in both French and English, are provided from kindergarten (which is non-compulsory) to grade twelve. Children must attend school from age seven to their sixteenth birthday. The school year extends from early September to mid-June and includes 195 school days for teachers and 187 school days for students (Monday through Friday) with a total of 1440 minutes of instruction each week.

The Anglophone grading system is divided into three stages of schooling. Elementary School: Grades Primary-5; Middle School: Grades 6-8; and High School: Grades 9-12. High school is divided into two further stages: Foundation includes Grades 9 and 10, and Senior High includes Grades 11 and 12.

The Francophone grading system is divided into two stages of schooling. Primary School (Grades Primary to 8) and Secondary School (Grades 9 to 12).

There are no specified program goals for the stages of education in New Brunswick.

In grades nine and ten, English and Mathematics are taught year round. Other courses may have two semesters or be blocked over a period of time. Students may make up to two *challenges for credit* and may take one *independent study course* in grades eleven and twelve.

In addition to required courses, students must pass a Middle Language Arts Assessment and a Computer Literacy Skills Checklist prior to graduation. The pass-mark for all courses in New Brunswick is 50%.

Funding

The New Brunswick public education system is fully funded by general revenues of the province. The Legislative Assembly determines, by vote, financial resources for school

operations. Budget allocations for schools are determined by district. The Administration and Finance branch of the New Brunswick Department of Education distributes all funding for the provincial public education system. The Finance and Services division provides leadership in both official languages in financial policy development, budgeting, accounting, and financial reporting to school districts, school boards and the Department. In New Brunswick, the 1999-2000 annual budget was increased to approximately $760,000,000 in order to include additional support for improvements in post-secondary education; early childhood development; and discipline in schools through initiatives including student debt assistance, reduced class size, and positive learning environments.

Adult Education

The New Brunswick Department of Education has helped to establish two main programs for adult literacy and education in the province: The Community Academic Services Program (CASP) and Crew-NB. The programs are designed to free movement between the labour force and the learning force. Literacy education develops the skills necessary for adults to participate more fully in society. Programs are offered in New Brunswick to enable and improve reading, writing and comprehension skills; to prepare adults for a General Education Development (GED) test; and/or to provide prerequisites for vocational or technology training. Maintaining literacy skills and education throughout employees' careers naturally increases retraining opportunities in the workplace. Adult education and training programs in New Brunswick are designed to increase relevant learning achievements while maximizing the value of both time and money for the learner.

The Minister of State for Youth and Literacy in New Brunswick has no budget. The literacy mandate is effected through the Department of Education through the Office of Learner Financial Assistance and Literacy.

Community Academic Services Program (CASP)

CASP committees have established 1125 adult learning sites in 130 communities across New Brunswick since 1991. 467 CASP sites are English, 623 are French, and 35 offer both English and French. As of 1999, CASP sites provide a total of over 22,000 learning opportunities for adults in New Brunswick.

Crew-NB

Crew-NB is a workforce program that operates in partnership with employers and unions. It has been in place since 1994. 84 Crew-NB programs have been established in the province with 1,700 opportunities for workers to upgrade their skills.

GENERAL EDUCATION DEGREE

General Education Degree (GED) is an international testing program. It measures the level of educational maturity reached by adults who have not completed high school but have gained considerable knowledge through life experiences. Adults who take the GED test often have knowledge that is equal to or above the level of high school graduation.

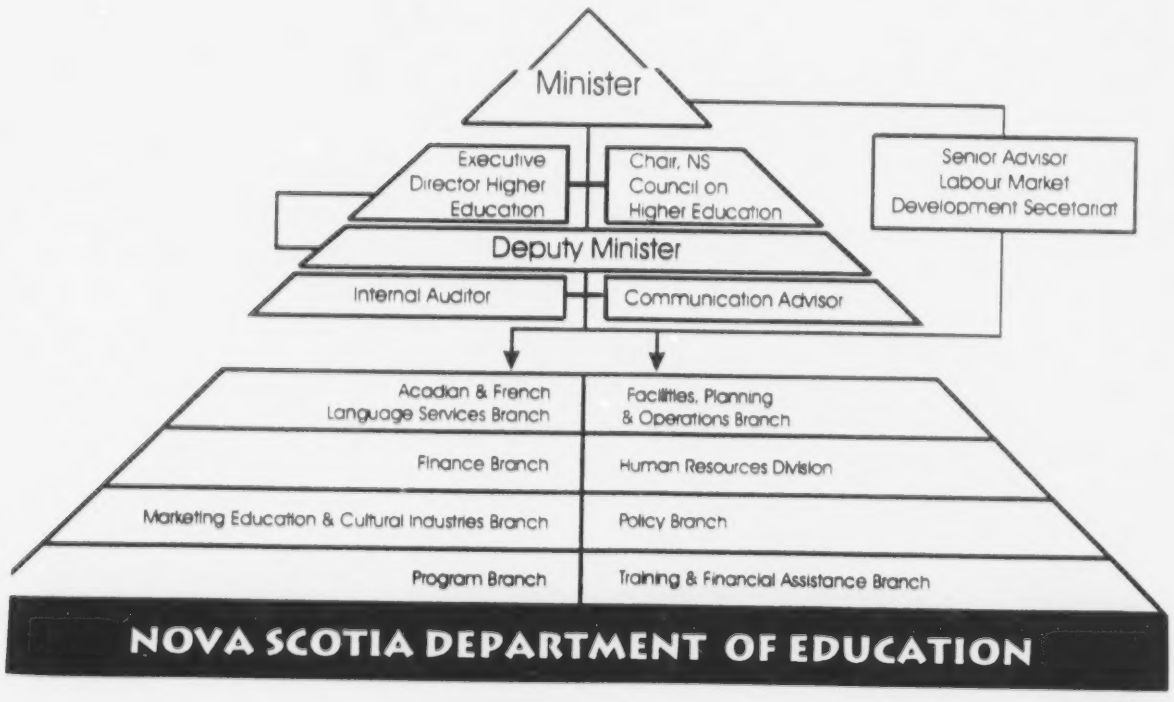
Nova Scotia

Central Structure: Department of Education

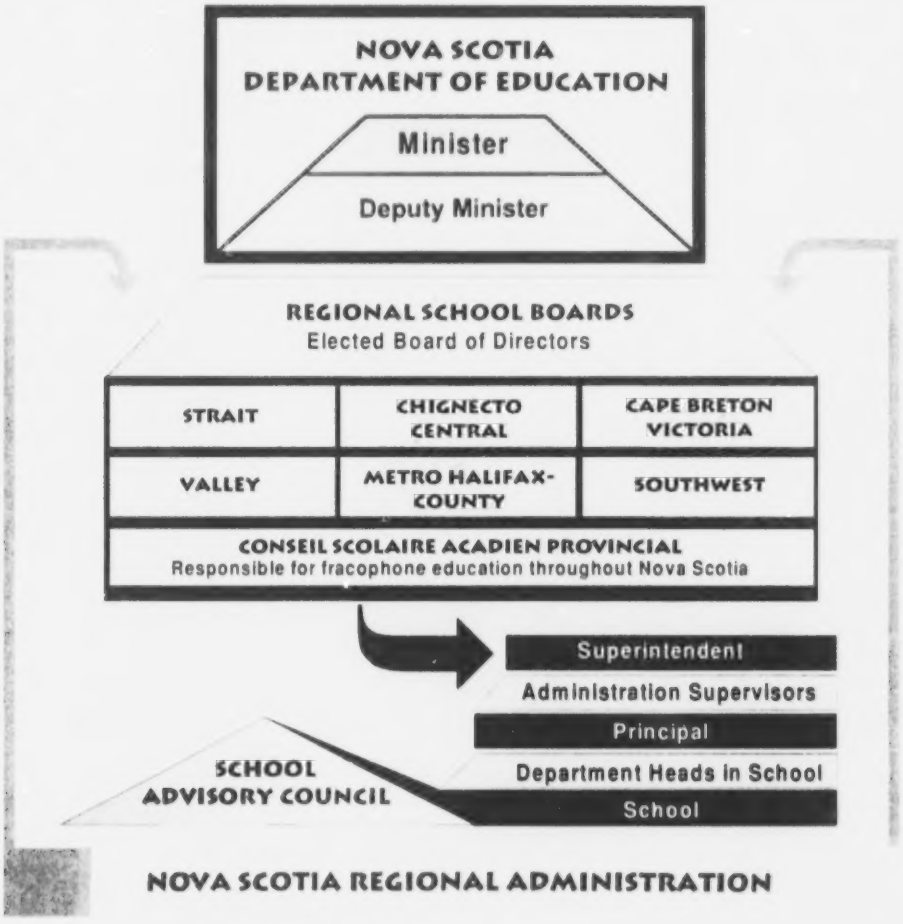
The Minister of Education in Nova Scotia is a member of the provincial cabinet and is appointed by the government. The Minister is assisted and advised by a Deputy Minister, a Senior Advisor with the Labour Market and Development Secretariat and representatives from the Nova Scotia Council on Higher Education. A Communication Advisor and Internal Auditor work under the Deputy Minister. The Minister of Education is responsible for public schools, community colleges, adult education programming, universities, apprenticeship programs, libraries and immigration.

The Minister and Deputy Minister implement this mandate through the Nova Scotia Department of Education. The Department consists of eight branches, each with an Executive Director responsible for branch-associated tasks.

- *Acadian and French Language Services Branch*: provides leadership and direction to school boards in French First Language and French Second Language program development, delivery and evaluation, and administers funds from the Canadian Heritage Agreement..
- *Facilities, Planning and Operations Branch*: manages school buildings, transportation and services, textbooks and materials and the private-public-partnerships for new school construction.



- *Finance Branch*: looks after accounting, budgeting and financial management and provides auditing services and special grants to school boards, libraries and universities.
- *Human Resources Division*: responsible for negotiating collective agreements with the Nova Scotia Teachers Union and the Canadian Union of Public Employees.
- *Marketing Educational Industries Branch*: develops economic opportunities in Nova Scotia's education sector to stimulate the creation of knowledge-based jobs.
- *Policy Branch*: composed of six divisions: Testing and Evaluation, Planning and Research, Information Technology, Regional Education Services, Provincial Libraries, and Publishing and Document Management.
- *Program Branch*: responsible for English language curriculum and professional development, and services to Mi'kmaq and African Nova Scotian communities; it has five divisions: English Program Services, Student Services, African Canadian Services, Mi'kmaq Services, and Learning Resources and Technology.
- *Training and Financial Assistance Branch*: contains five divisions: Apprenticeship Division, Private Career Colleges, Adult Learning and Innovation, Student Assistance and Community College Liaison.[1]



BEST COPY AVAILABLE

Regional Structure: School Boards

Grades Primary-12 public education in Nova Scotia is governed, directed and delivered through regional school boards. They receive funding from the Department of Education, together with program direction and provincial regulations and policies. Regional school boards have the responsibility to administer education at all public schools within their region. In Nova Scotia there are seven regional school boards, including the Francophone Board, Conseil Scolaire Acadien Provincial (see chart on previous page). Each school board is governed by elected Board Members and is administered by an appointed Superintendent and Administrative Directors, who are responsible for human resources, student services, finance and operations, development, etc. At the school level, leadership is provided by principals, vice-principals, department heads[3] and teachers.

Education Act

The Nova Scotia Education Act was proclaimed in January, 1996 and the Regulations under the Act were approved in June 1997. The Education Act describes the laws that govern public education in Nova Scotia. Its purpose is to ensure that students receive educational programs and services that enable them to develop to their potential with the qualities needed to contribute to a healthy society and sustainable economy. The Education Act delineates the framework for the structure of education in Nova Scotia, describing the powers and responsibilities of the Minister, school boards, administrators and staff, students, parents and teachers and provides requirements for home schooling, private schools, and accommodations for Mi'kmaq and African-Canadian Education.[3]

Collective Agreements

The Human Resources Division of the Department of Education negotiates collective agreements with the two unions representing public education employees.

The Canadian Union of Public Employees is the single bargaining agent for support staff, including secretaries, janitors and bus drivers.

The Nova Scotia Teachers Union (NSTU) is the sole collective bargaining agent for all certified teachers employed by a school board in Nova Scotia. The NSTU also negotiates the collective agreement for the faculty of Nova Scotia Community Colleges. The 10,000 members of the NSTU include all Primary to Grade 12 public school teachers. The agreement defines the employers' responsibilities, the rights and duties of teachers, employment qualifications, benefits, salaries, leave, professional development, grievance procedures, and substitute teachers.[4]

In addition to the provincial collective agreement, regional agreements are negotiated between the NSTU and the school boards and deal with regional issues and policies such as insurance and benefits, remuneration, severance pay, etc.

Learning Requirements and Programs

The Nova Scotia public education system endeavours to provide a learning environment that allows students to gather informa-

tion, organize it into knowledge in a variety of appropriate ways and to manipulate and evaluate this knowledge through positive methods of expression and reflection.

Learning requirements are defined for three grade levels: Primary to Grade 6, Grades 7-9 and Grades 10-12. Each level has required courses and different goals and objectives.[5]

Primary to Grade 6 (Elementary School)
In the early elementary years structured or focused play, guided and facilitated by teachers, allows students to develop social skills and to use language meaningfully. In later elementary years the play becomes more sophisticated as students are able to deal with abstract concepts, generalize experiences, learn from texts and work independently. The elementary program should offer all students the following experiences on a daily basis:

- Explore, experiment and make approximations.
- Make choices, and reflect upon the decisions they make.
- Work in a variety of groups.
- Use many different communication modes; e.g. writing, drama, sculpture, drawing, dance, talk and music.
- Learn through play and games.
- Manipulate a wide variety of materials across all subject areas.
- Reflect on and articulate what and how they have learned.
- Describe their efforts and accomplishments.

Grades 7-9 (Junior High School)
The junior high public school program must offer support for adolescent growth and socialization, while developing a successful learning culture in a safe and healthy environment. The aims of the junior high program are to instill confidence by facilitating creative exploration in a variety of activities through independent and collaborative learning. The program strives to build understanding of the principles of social justice; human rights and democracy; racial, gender, ethnic and cultural equality and respect for and sensitivity to differences in abilities, values and lifestyles. Students in junior high should be given opportunities to:

- develop and use strategies for organizing and planning their learning;

MARITIME FUNDING

In the 1996 edition of Education Indicators for Atlantic Canada, the costs of education within the Atlantic Provinces were analyzed in five comparative lights: Direct Instruction and Support, Administration and Operations, Capital Debt Service/Construction, Excluded Costs, and Operating Expenditures. The study showed that between 70-80% of Department of Education finances, for each province, are spent on instructional and support activities. Nova Scotia expends the most finances per student and PEI the least. Nova Scotia and New Brunswick have lower administrative costs than PEI. By introducing measures like shared administrative support services for student transportation, building maintenance, information technology services, human resources and financial services, attempts are being made to reduce administrative costs in each of the four provinces.[6]

- gain greater independence by taking increasing responsibility for their own learning;
- engage in learning experiences that vary from hands-on to more abstract activities;
- become aware of and use opportunities for learning that exist outside the school;
- understand how various areas of learning are interrelated; and
- interact with adults and their peers in curriculum-based contexts that help develop interpersonal skills and social maturation.

Grades 10-12 (Senior High School)

The overall goal of the senior high school curriculum is to enable students to achieve a high school diploma, with the greatest possible opportunity to continue their education or to work in desired and appropriate fields. Throughout the senior high years students are pressed to apply the skills and knowledge learned in previous years, to enhance and develop these further in their areas of interest, and to use them in a more independent way. Students are offered a range of compulsory and elective courses as well as counselling to determine the studies that are most appropriate for their needs and abilities.

High school courses are developed at four levels:

- *Honours University Preparatory Courses* are designed for students with exceptional academic ability.
- *University Preparatory Courses* are designed for students wishing to enter university or other post-secondary institutions.
- *Open Category Courses* are intended to allow students to explore subjects beyond the traditional disciplines and are taken by both university bound and high school leaving students.
- *High School Leaving Courses* are designed for students wishing to obtain a high school leaving certificate and to proceed to employment or selected areas of post-secondary education.

In order to graduate from high school, as of 2000, students must obtain at least 18 credits in Grades 10-12, with no more than 7 credits from Grade 10 and a minimum of 5 from Grade 12. The following 14 courses (13 credits) are required and students must choose a minimum of 5 additional credits.

- *Language, Communication and Expression*: 3 English language arts, one in each grade (or in Acadian schools, 3 French language arts, one in each grade) and 1 fine arts (art, dance, drama or music), **total of 4 credits**.
- *Science, Mathematics and Technology*: 2 mathematics, 2 science (one biology, chemistry, integrated science, or physics and one other approved science course), 2 other courses from mathematics, science or technology (all computer related studies or industrial arts technology are eligible technology courses), **total of 6 credits**.
- *Personal Development and Society*: 1/2 credit for Physically Active Lifestyles, 1/2 credit for Career and life Management, 1 global studies (global geography or global history), 1 social studies (African Canadian Studies, economics, geography, history, or Mi'kmaq Studies), **total of 3 credits**.
- *Additional Credits*: May be selected from the Nova Scotia Public School Programs and delivered through traditional classes, independent study, distance education and challenge for credit. Other courses may be locally-developed and approved for credit by the regional school board and department of education, **minimum of 5 additional credits**.

Funding

Public education in Nova Scotia is fully funded by provincial and municipal revenues and is determined on an annual basis through a consensus process by the Education Funding Review Work Group, in consultation with the regional school boards. Regional school boards are given revenues from the Department of Education according to a general funding formula based on enrollment and supplemented by a percentage of municipal taxes, transportation operating and capital grants, special education grants, textbook and technology grants and equity grants to school boards facing extraordinary circumstances.

The principles employed in determining education financing are:

1. *Equity*: the quality and availability of core programs in each community should be equivalent; children with different needs should be afforded different approaches to programming and service delivery; provincial taxpayers should share the burden of education financing on an equitable basis.

2. *Adequacy*: funding should reflect the real costs of meeting the priorities and requirements of the province and the Dept. of Education.

3. *Responsiveness*: financing of education should be dynamic in order to accommodate changing priorities; it should also meet need for long term planning.

FOR ADDITIONAL INFORMATION ON PUBLIC SCHOOLS IN THE MARITIME PROVINCES CONTACT:

New Brunswick
Department of Education
Homepage: www.gov.nb.ca/educ
P.O. Box 6000
(Third Floor, Kings Place)
Fredericton, N.B., E3B 5H1
Phone: (506) 453-3678
Fax: (506) 453-3325

Nova Scotia
Department of Education
Homepage: www.EDnet.ns.ca
E-mail: Webmaster@EDnet.ns.ca
P.O. Box 578
2021 Brunswick Street, Suite 402
Halifax, Nova Scotia, B3J 2S9
Phone: (902) 424-5168
Fax: (902) 424-0511

Prince Edward Island
Department of Education
Homepage: www.gov.pe.ca/educ
E-mail: education@gov.pe.ca
Second Floor, Sullivan Building
16 Fitzroy Street
P.O. Box 2000, Charlettetown
Prince Edward Island, C1A 7N8
Phone: (902) 368-~~5600~~ 4600
Fax: (902) 368-4663

4. *Accountability*: education funding should require accountability at all levels, with measurable goals and expectations, a clear definition of authority and responsibility, and the assurance of efficiency, effectiveness and quality in the delivery of service.[7]

Adult Education

The Nova Scotia Department of Education offers the Adult Learning and Innovation Program for adult literacy education. The purpose of the program is to prepare adults for the General Education Development (GED) test. It focuses on writing skills, social studies, science, mathematics, literature and the arts. Upon successful completion of the program, adults receive a Nova Scotia Grade 12 Equivalency Diploma.

There are eight GED offices across the province, and test locations include: Amherst, Antigonish, Bridgewater, Digby, Dartmouth, Eskasoni, Guysborough, Halifax, Kentville, Liverpool, Louisdale, Margaree, Middleton, New Glasgow, Port Hawkesbury, Shelburne, Sheet Harbour, Sydney, Truro, Windsor and Yarmouth.

A number of volunteer community groups provide one-on-one tutoring for adult learners. For a full listing of GED Offices and adult education support groups in Nova Scotia see "Literacy" in Appendix A: New Learning Resources.

Other adult education programs include Public School Program credit courses for academic upgrading, vocational and technical upgrading, and instruction in English or French as a second language.

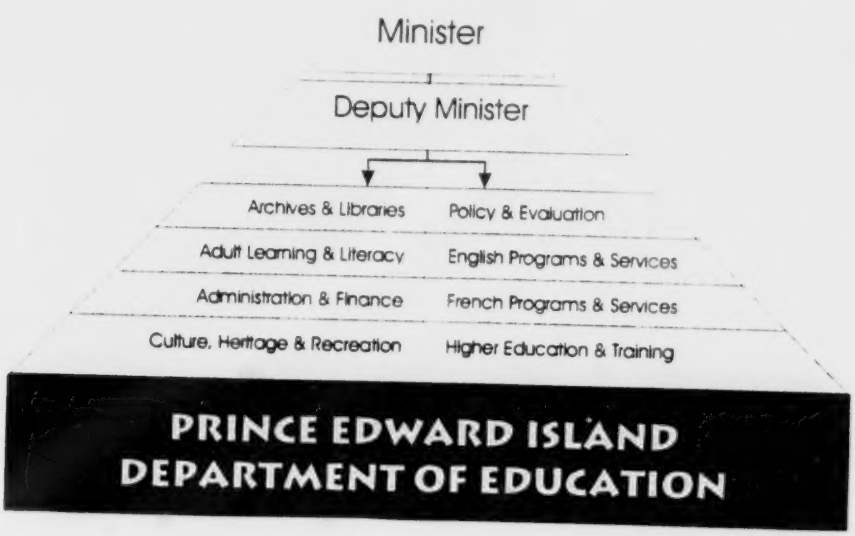
Prince Edward Island

Department of Education

In Prince Edward Island, the provincial government appoints the Minister of Education to fulfil the Department of Education mandate. The single Deputy Minister is directly responsible for providing services and direction to the branches of the Department and to the provincial school boards on financial and administrative matters. The Deputy Minister is aided by a Communications Officer as well as an Administrative Assistant.

There are eight branches within the Prince Edward Island Department of Education. Directors are hired by the Minister to govern each branch:

- *Archives and Libraries:* Mandated to provide efficient and effective services to the people of Prince Edward Island in the areas of information management, historic documentation and library services.
- *Policy and Evaluation:* Mandated to coordinate policy development and related consultation processes. The division is also responsible for program evaluation, student assessment programs, professional development and educational planning.
- *Adult Learning and Literacy:* Mandated to ensure that a continuum of learning opportunities is accessible to adults.
- *English Programs and Services:* Mandated to develop and implement English language curriculum for the grade 1-12 school system and provide support services.
- *Finance, Administration, and Human Resources:* Mandated to provide administrative and financial support services to the Department and school system in compliance with legislation and government and department policies.
- *French Programs and Services:* Mandated to develop quality programming while providing up-to-date resources to accompany French first language, French immersion and core French programs.

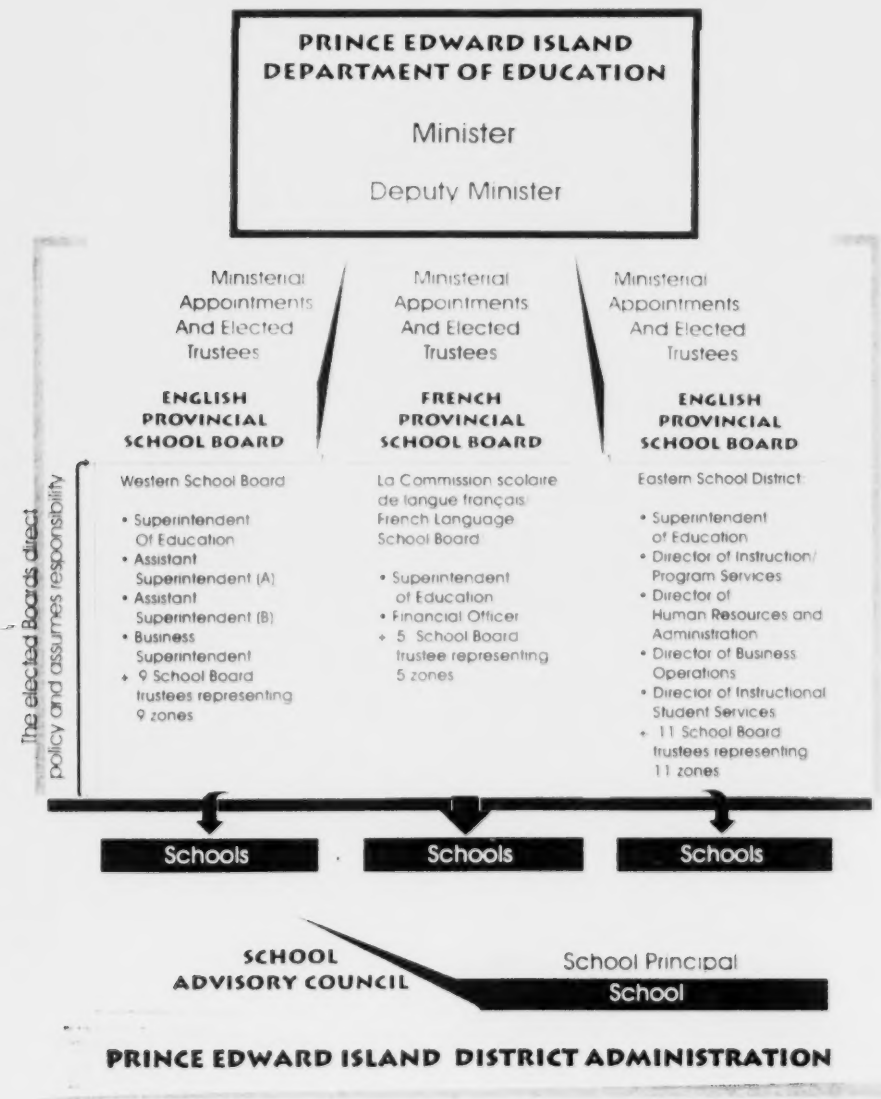


BEST COPY AVAILABLE

- *Culture, Heritage, Recreation and Sport:* Mandated to promote culture, heritage, archaeology, multiculturalism, recreation, physical activity and sport, as well as the leadership necessary to successfully implement activities in these areas.
- *Higher Education and Training:* Mandated to provide policy and funding advice to ensure Island learners have high-quality, cost-effective post-secondary learning opportunities.

Administrative Structure

The district administrative structure of public education in Prince Edward Island includes the Minister of Education and the Deputy Minister of the Department of Education, three provincial school boards and school advisory councils. School advisory councils are not mandatory in Prince Edward Island.


PRINCE EDWARD ISLAND DEPARTMENT OF EDUCATION
Minister
Deputy Minister
Ministerial Appointments And Elected Trustees
ENGLISH PROVINCIAL SCHOOL BOARD
Western School Board
• Superintendent Of Education
• Assistant Superintendent (A)
• Assistant Superintendent (B)
• Business Superintendent
+ 9 School Board trustees representing 9 zones
Ministerial Appointments And Elected Trustees
FRENCH PROVINCIAL SCHOOL BOARD
La Commission scolaire de langue française/ French Language School Board
• Superintendent of Education
• Financial Officer
+ 5 School Board trustee representing 5 zones
Ministerial Appointments And Elected Trustees
ENGLISH PROVINCIAL SCHOOL BOARD
Eastern School District
• Superintendent of Education
• Director of Instruction/ Program Services
• Director of Human Resources and Administration
• Director of Business Operations
• Director of Instructional Student Services
+ 11 School Board trustees representing 11 zones
The elected Boards direct policy and assumes responsibility
Schools
Schools
Schools
SCHOOL ADVISORY COUNCIL
School Principal
School
PRINCE EDWARD ISLAND DISTRICT ADMINISTRATION

BEST COPY AVAILABLE

The three provincial school boards are funded by the province and govern the districts of Prince Edward Island (See Prince Edward Island District Administrative chart). Two are Anglophone and one is Francophone. An elected board of school trustees, one from each zone, assumes responsibility for governing each district school board. An administrative team of ministerial appointments to each school board provide resources for instruction, management of personnel, facilities and transportation.

At the school level, legislation sets parameters for the establishment of school advisory councils. Advisory councils have taken several different forms in order to accommodate varying local circumstances for school-level governance. For example a school council may either operate independently or act as a committee of the Home and School Association.

Education Act

The School Act for Prince Edward Island is listed under Chapter 35 and the Regulations under Chapter S-2. As listed in the 1997-98 Annual Report, "The mission of the department is to ensure high quality educational, cultural and recreational programs and services to all Islanders to promote their social and economic participation to the fullest of their potential, and enhance their well-being and quality of life."

Collective Agreements

Collective bargaining takes place at the provincial level with administrative representation from School Boards on behalf of each sector. In Prince Edward Island there are three Collective Agreements between the Department of Education and:

- Prince Edward Island Teachers Federation;
- P.E.I. Teachers Assistants; and
- Canadian Union of Public Employees (non-Institutional employees – custodians and bus drivers.)

Public Education Overview and Learning Requirements

Free education programs and services are provided to Prince Edward Island students from kindergarten to grade twelve. Students who are age seven by 31 January must attend school until their sixteenth birthday.

EDUCATION ACTS

Public education in Canada is governed by provincial Education Acts, also known as School Acts. They are laws set by provincial governments to outline roles and responsibilities of those who are directly involved in the public education system. Education Acts are established to help meet education goals as listed in the mission statement of each provincial department of education. Generally, Education Acts define and outline the responsibilities of the Minister of Education and the Department of Education, School Boards, Schools, Advisory Councils, parents or guardians, and students. All decisions made in the public education system must meet the requirements listed in the provincial Education Act.

BEST COPY AVAILABLE

VISIT THE WEB!

ABC CANADA
http://abc-canada.org
A national non-profit literacy organization, in partnership with business, labour, educators, and governments.

The Canadian Education Policy and Administration Network (CEPAN)
www.cepan.ca
An on-line database and networking forum promoting informed decision making for elementary and secondary education in Canada

The Canadian School Boards Association (CSBA)
www.cdnsba.org
The national voice of the provincial associations of school boards and school trustees.

The Canadian Teachers Federation
www.ctf-fce.ca
"The national voice of teachers promoting quality education, the status of teachers and equality of opportunity through education." This site includes links to Teachers Federations, Associations, and Unions across Canada.

The National Adult Literacy Database Inc.
www.nald.ca
a single-source, comprehensive, up-to-date and easily accessible database of adult literacy programs, resources, services and activities across Canada and abroad.

The school year extends approximately from 1 September to 30 June and includes 195-197 school days (Monday through Friday) with a total of 1500 minutes of instruction each week.

At the senior high level, many schools operate (fully or partially) with two equal length semesters per school year. The pass-mark for all courses is 50%.

The Prince Edward Island grading system is divided into two main stages: Elementary and Secondary. Elementary School includes Grades 1-6 (grade primary is available through private sector operations). Secondary School is further divided into two stages: intermediate/Junior High includes Grades 7-9 and Senior High includes Grades 10-12. There are no specified program goals for the stages of education in Prince Edward Island.

Funding

The Prince Edward Island education system is fully funded by general revenues of the province including revenue from a property tax levy. Budget allocations for schools are determined on a per-pupil basis. The Legislative Assembly determines, by vote, financial resources for school operations (it also provides partial funding for three private schools in the province). The Administration and Finance branch of the Prince Edward Island Department of Education distributes all funding for the provincial public education system. The Finance division supports budget development and control, accounting, purchasing, provision of texts and materials, computer systems and information (www access), payroll and personnel, teacher pensions, school facilities, and education pro-

grams. Support is provided for schools, school boards and the Department in both official languages. All payroll and personnel matters meet guidelines of the *Prince Edward Island Civil Service Act and Regulations and Collective Agreement*. The approximate budget for 1999-2000 is $170,000,000.

Adult Education

In an aggressive attempt to battle illiteracy the Department of Education in Prince Edward Island developed a Strategy for Adult Literacy/Education (introduced in 1996 and revised in 1998) to be implemented by the Office of Higher Education, Training and Adult Learning. The Strategy ensures that, "adult literacy/basic education opportunities are accessible and affordable to all adult learners in Prince Edward Island".

Adult learners include anyone who is 18 years or older and has been out of the public school system for at least two years. The term "adult learner" refers to a person who:

- wishes to improve his/her literacy level;
- wants to complete requirements for a Prince Edward Island mature student's high school graduation certificate;
- cannot attend more formally scheduled full-time classes; and/or
- is preparing to write the General Education Development GED test.

The Prince Edward Island Adult Education program is available province-wide through Community Learning Centres and Holland College Campuses. In addition to GED preparation programs, adult learners can also participate in literacy/numeracy classes at these centres.

COLLECTIVE AGREEMENTS

Collective agreements are contracts between an employer and a union (or unions) that are established as bargaining agents for their members. Usually, collective agreements in public education are those between the teachers union(s) and the provincial government. As well, there are separate agreements between support staff and the province. The terms of the collective agreement(s) address wages, working hours and conditions, benefits, rights of members and the union, and procedures to be followed in settling disputes and grievances.

BEST COPY AVAILABLE

APPENDIX C - ANNOTATED BIBLIOGRAPHY

Atlantic Provinces Education Foundation, and Human Resources Development Canada. *Education Indicators for Atlantic Canada.* Nova Scotia: Atlantic Provinces Education Foundation, 1996.

This report presents a comparative overview of Atlantic provinces' education systems and their performance.

Barlow, Maude, and Heather-Jane Robertson. *Class Warfare: The Assault on Canada's Schools.* Toronto: Key Porter Books Limited, 1994.

Class Warfare *focuses on the consequences associated with right-wing educational reform. The book sees efforts of lobbyists, politicians, the media, and business leaders as attempts to undermine the present school system. They argue that selfish intent and common interests guide the exploitations and thus cause other reform opportunities to be crushed.*

Bell, Jennifer, and Beth Nowers. *A Guide to Private Education in Canada.* Key Porter Books Ltd., 1993.

This book is a factual guide with information on sixty-five private educational institutions across Canada. "All the elements that create the unique identity of each school are examined - from atmosphere, facilities, and academic matters to uniforms and extracurricular activities."

Berry, Wendell. *Sex, Economy, Freedom and Community.* New York: Pantheon Books, 1993.

In this collection of essays, Wendell Berry "tackles head-on some of the most difficult problems which face us as we near the end of the twentieth century."

Blumenfeld, Samuel L. *A Parent's Guide to Teaching Children.* Carol Publishing Group, 1997.

This book presents the issues of why many parents choose to home school their children. It presents information on how to begin home schooling by developing a personal education philosophy; and explains how to choose materials to be used in teaching. It also discusses how to deal with a child's socialization needs and how to work with the bureaucratic system.

BEST COPY AVAILABLE

Burns, George E.and J.P. Miller. *Sociological Perspectives on School Closure Practices and Modes of Penetration into Community Structure*. Toronto: OISE Ontario Institute for Studies in Education 3873.

——. *The Atlantic Canada Framework for Essential Graduation Learnings in Schools*. Nova Scotia: Atlantic Provinces Education Foundation, n.d.).

This document outlines, "issues and implications of implementing a common core curriculum in Atlantic Canada."

New Brunswick, Department of Education. 1997/98 Annual Report. Department of Education, New Brunswick, October 1998.

Prince Edward Island, Department of Education. 1997/98 Annual Report. Department of Education, Prince Edward Island, 1998.

Canadian Chamber of Commerce. *Focus 2000, Business-Education Partnerships: Your Planning Process Guide*. The Canadian Chamber of Commerce, April 1990.

"A Resource Guide for: Chambers of Commerce, Boards of Trade, Business, Industry, Unions, Schools and Community Organizations." This booklet gives a broad overview of Canadian partnerships in education and discusses the benefits of cooperative education for all partners. The guide includes twenty-eight examples of partnership initiatives in Canada and the United States that can be used as program models for other communities. This step-by-step guide is suitable for any group interested in developing an education partnership.

Canadian Teachers' Federation. *Ten Charter School Myths*. Canadian Teachers' Association, March 1997.

This brochure outlines some of the concerns with the establishment of charter schools.

Coady, Moses M. *Masters of Their Own Destiny*. New York: Harper & Row Publishers, 1939.

Rev. Dr. Moses Coady, founder of the Antigonish Movement, champion of cooperatives, credit unions and adult education in Atlantic Canada tells in this definitive work how the disadvantaged can empower themselves through organization, cooperation and education.

Dobbin, Murray. *Charter Schools: Charting a Course to Social Division.* Ottawa: Canadian Centre for Policy Alternatives, January 1997.

Dobbin attacks charter schools as a vehicle for creating an elite within public education, which he argues will detrimentally divide our society. He maintains that the charter school movement is based on myths and he refutes the notion that public education is deteriorating.

Drier, William H and Goudy Wills, *Is There Life in Town after the Death of the High School?: or High Schools and the Population of Midwest Towns.* Manhattan, KS: paper presented at the Annual Rural and Small Schools Conference, October 24, 1994.

The authors conclude that a community without a high school loses population faster when compared to all other towns losing population during the same period.

Elizabeth Cleaners Street School. *Starting Your Own High School.* New York : Vintage Books/Random House, 1972.

This book is self-explanatory. It essentially follows a group of parents, students, and teachers in New York as they attempt to and eventually do set up their own school. It is a step-by step guide, however case-specific. It is an interesting book because it displays the development stages and the resources needed to set up an alternative school.

Fanning, Jim. "Rural School Consolidation and Student Learning," *ERIC Digest* Number EDO-RC-95-4, August, 1995.

Fanning, citing a study by E. Young (4/94), states, "There is growing evidence that school consolidation offers little or no financial advantage in controlling costs."

Finn, Chester E., Louann A. Bierlein, Bruno V. Manno. *Charter Schools In Action: What Have We Learned?* Washington D.C.: Hudson Institute, 1996.

Chester Finn is one of the leading experts on education in the United States and the author of 10 books. Together with Bierlein and Manno, he discusses the impact of charter schools on the public system and how they can meet the needs of rural areas.

BEST COPY AVAILABLE

Freedman, Joe, MD. *Charter Schools in Atlantic Canada, An Idea Whose Time Has Come.* Halifax: Atlantic Institute for Market Studies and Society for Advancing Educational Research, 1997.

This small book was prepared for the Atlantic Institute for Market Studies School Choice Conference which took place in Fredericton, New Brunswick in May, 1997. Freedman argues that Charter Schools can overcome the "gridlock" in education in Atlantic Canada by taking the decisions affecting students out of the hands of the governments, boards and unions and allowing teachers, parents and citizens to manage education at the school level.

Gatto, John Taylor. *Dumbing Us Down, The Hidden Curriculum of Compulsory Schooling.* New Society Publishers, Gabriola Island, B.C., 1992.

J.T. Gatto is an award-winning teacher from New York who takes the education establishment to task in this radical and insightful book. He concludes that we need less institutional schooling and more experiential learning that is family and community-based.

Giles, Hollyce C. *"Parent Engagement as a School Reform Strategy," ERIC Clearninghouse on Urban Education,* New York, NY, Digest Number 135. www.ed.gov/databases/ERIC_Digests/ed419031.html

A digest describing common characteristics of projects established to improve schools, by working with community institutions.

Hirsch, E.D. Jr. *The Schools We Need: Why Don't We Have Them?* New York: Doubleday, 1996.

This book explores current pedagogical strategies that are in vogue, with a critical eye. He then presents a research-based case for an alternative approach called "Core Knowledge," which is being adopted by several charter schools in the United States.

Howley, Craig B. and John Eckman, ed. *Sustainable Small Schools: A Handbook for Rural Communities.* Charleston, West Virginia: ERIC Clearinghouse on Rural Education and Small Schools, 1997.

This handbook helps community members and educators to work together to improve small rural schools. Chapters cover the historical and political factors affecting rural small schools. An extensive resource chapter provides information about partnerships.

Koetzsch, Ronald E., *The Parents' Guide to Alternatives in Education.* 1997

An in depth guide on a broad range of Education Alternatives: Carden Schools, Christian Schools, Comer Schools, Core Knowledge Schools, Essential Schools, Foxfire, Freeschools, Friends Schools, holistic Schools, Home Schooling, The International Baccalaureate, Islamic Schools, Jewish Day Schools, Mennonite and Amish Schools, Montessori Schools, Multiple Intelligences Education, Progressive Schools, Protestant Schools, The Reggio Emelia Approach, Roman Catholic Schools, Teenage Liberation, Self-schooling for the Adolescent, and Waldorf Schools.

Korn, Claire V., *Alternative American Schools: Ideals in Action.* Albany: State University of New York Press, 1991.

This book discusses the rich opportunities available through alternative educational forms. It presents general findings about the issue and admits that it is by no means an exhaustive work. The author was personally involved with education and became quite interested in seeing what was out there and available for children and parents looking for something different than what was being offered in the traditional school models. At the end of the book, there is a chapter dedicated to describing alternate forms, i.e., cooperative schools, research-based schools, etc..

Kretzmann, John P. and John L. McKnight, *Building Communities From the Inside-Out, A Path Towards Finding and Mobilizing a Community's Assets.* Chicago: Northwestern University, Illinois, ACTA Publications, 1993.

Kretzmann and McKnight have put together a workbook on "real" community development, which they argue must happen from within. They show, with real-life examples how to mobilize the assets of communities to rebuild economies.

Laidlaw, A.F. ed, *The Man From Margaree, Writings and Speeches of M.M. Coady.* Toronto: McClelland and Stewart, 1971.

Dr. Laidlaw organizes and presents a rich cross-section of Dr. Coady's addresses, articles and letters. "...it is astounding to realize how far ahead of his time he was, and how accurately he foretold many of the dire problems we are now facing."

Nathan, Joe, *Charter Schools: Creating Hope and Opportunity for American Education.* San Francisco: Jossey-Bass Publishers, 1997.

Nathan focuses completely on the idea of charter schools and his chapters range from why they are needed to a step-by-step guide to creating one. It is a good resource, especially for those who may be unfamiliar with the topic. In general, it is an up-beat and informative book with some interesting ideas and concepts.

BEST COPY AVAILABLE

Newton, Earl and Doug Knight, eds. *Understanding Change in Education: Rural and Remote Regions of Canada.* Calgary: Detselig Enterprises Ltd., 1993.

This book essentially deals with the difficulties faced by rural communities in the wake of educational change. They provide case studies from across the country that display how various communities have tried to adapt. Since Canada has so many geographically isolated communities, this book's focus is very real and very informative, not to mention far-reaching.

O'Sullivan, Edmund. *Transformative Learning: Educational Vision for the 21st Century.* University of Toronto Press, 1999.

"O'Sullivan incorporates scholarship from a variety of disciplines in his exploration of the foundational levels of education." This book argues that we must go beyond market-driven educational services and transform learning through a global understanding of the interdependence of life.

Postman, Neil. *The End of Education: Redefining the Value of School.* New York: Alfred A. Knopf, Inc., 1995.

Postman deals with the decay of the education system in an abstract manner. He argues that we let economics and politics dictate what education means rather than allowing people to become educated. He associates schools with institutions dedicated to propaganda. It is an interesting book with unique interpretations about American education systems and society.

Raham, Helen. *Revitalizing Public Education in Canada: The Potential of Choice and Charter Schools.* Vancouver: The Fraser Institute, 1996.

This essay explores choice in public education in the Canadian context. A number of specific situations across Canada are described and an extensive bibliography is included.

Rasberry, Salli. *How To Start Your Own School... and Make A Book.* Freestone CA: Freestone Publishing Company, 1970.

This is a book dedicated to exploring how one goes about starting a school. It is somewhat abstract in nature but it does provide some useful advice. It has seven chapters, each one dedicated to a particular aspect of the process; the final chapter deals directly with case studies of alternative high schools in the United States. An interesting component of the book is a list of the various addresses and names of people involved with alternative forms of education; unfortunately some of the material may be outdated.

Robertson, Heather-Jane. *No More Teachers, No More Books.: The Commercialization of Canada's Schools.* Toronto: McClelland and Stewart Inc., 1998.

This book deals with the notion of an increased dependence upon technology. Computers will take center stage, making the teacher and teacher-student communication obsolete. It is argued that this move towards technology is being introduced to prepare students for what the outside world will be like. The emphasis on the increasing lack of human contact is a predominant theme throughout the book.

Rural Education Centre, Western Montana College of the University of Montana. *Looking the Dragon in the Eye: School Consolidation Pros & Cons.* Dillon: June 1994.

Russell, N. Thomas. *Strength of Choice.* The Canadian Association of Independent Schools, 1993.

The book outlines the history of the Canadian Association of Independent Schools.

Reed, Donn. *The Home School Source Book.* 2nd ed., revised, 1994.

A catalogue of learning materials for home schoolers with commentaries, notes and essays on schooling at home from birth to adulthood.

Sher, Jonathan P. *The Battle for the Soul of Rural School Reform: Can the Annenberg Rural Challenge Turn the Tide?* in Phi Delta Kappan, October 1995.

Yanes, Samuel ed. *No More Gym Shorts, Build-It-Yourself, Self-Discovery, Free School Talking Blues.* New York: Harper Colophon Books, 1972.

This book deals with the notion of "Free Schools". It is a personal book that deals with the perceptions and experiences of being involved with free schools in the United States. It goes into detail about the personal and academic development of the students as well as abstract ideas and experiences that are uncommon in conventional schools.

Weston, M.R. *Father Jimmy, Life and Times of Jimmy Tompkins.* Cape Breton Island: Breton Books, 1997.

Weston paints a lively portrait of this little priest from Margaree who had an irresistible talent to motivate and animate communities in crisis.

Wiggington, Elliot, ed. *The Foxfire Book*. Garden City, New York: Anchor Books, Doubleday & Co, Inc., 1972.

In the well-known Foxfire projects conducted in Georgia, USA, students gathered oral history on traditions and life-styles of their region and published them, first as a school newspaper and then as books.

ENDNOTES

Chapter 1

1. George E.Burns and J.P. Miller *Sociological Perspectives on School Closure Practices and Modes of Penetration into Community Structure*, (Toronto: OISE Ontario Institute for Studies in Education 3873. Also, Sher, Jonathan P., "The Battle for the Soul of Rural School Reform: Can the Annenberg Rural Challenge Turn the Tide?" in *Phi Delta Kappan*, October 1995.

2. Rural Education Centre, *Looking the Dragon in the Eye: School Consolidation Pros & Cons*, (June 1994) Western Montana College of the University of Montana, Dillon. For example, Bob Anderson, Executive Director of the Montana School Boards Association states, "Students do better when their parents are involved with them and their education. ...when they are empowered to help create a better school system," p. 5.

3. William H. Drier and Goudy Wills, "Is There Life in Town after the Death of the High School? : or High Schools and the Population of Midwest Towns" paper presented at the Annual Rural and Small Schools Conference (Manhattan, KS, October 24, 1994). They conclude that a community without a high school loses population faster when compared to all towns losing population during the same period.

4. Jim Fanning (August, 1995) "Rural School Consolidation and Student Learning" *ERIC Digest* No. EDO-RC-95-4. Fanning, citing a study by E Young (4/94), states, "There is growing evidence that school consolidation offers little or no financial advantage in controlling costs."

5. Deirdre Purdy. "Rural Schools and Modern Visions" in *Across the Ridge*, Spring 1994. Purdy points out the alienation that is caused by the elimination of small schools. According to George E. Burns and J. P. Miller, "Socialogical Perspective on Small School Closure Practices and Modes of Penetratrion into Community Structure," (Toronto: OISE Ontario Institue for Studies in Education 3873), "the political character of conflict arising from the school closure process has resulted in decisions that are not always educationally sound."
Jonathan P. Sher in "The Battle For The Soul of Rural School Reform," in *Phi Delta Kappan*, October 1995, asks, "What is the point of pushing an industrial model of schooling on pre-industrial communities that must prepare students for a post-industrial world?"

6. Nova Scotia Department of Education document, School Construction Fact Sheet, available on website: www.EDnet.ca/educ/construction/factsheet

7. Canada. "Education Initiatives in Canada, 1996: A report from the provinces and territories," From the 2nd National Consultation on Education, (Edmonton: Council of Ministers of Education, Canada, 9-12 May 1996). www.cmec.ca/nce/nb96e1.htm

8. New Brunswick. "Report presented / Parental governance structure," (Communications New Brunswick, Canada, 29 October 1998, n.b. 1786), p. 1. www.gov.nb.ca/cnb/news/edu/8e1786ed.htm

9. Canada. "Education Initiatives in Canada, 1996: A report from the provinces and territories."

10. Ibid.

11. Margaree Forks, Nova Scotia (12/97) Seven student leaders occupied their high school for 4 days, protesting the school board's restructuring plan. Judique, N.S. (3/99) Parents occupied their community school for 11 days, protesting plans to close the school. Pictou, N.S.(3/99) citizens occupied Dr. John Hamm's (the future Premier's) offices for 2 weeks, protesting the P3 program for new school construction.

Chapter 2

1. Peter B. Wiebe and Peter J. Murphy, "Parental Involvement," in *Understanding Change in Education: Rural and Remote Regions of Canada*, Earl Newton and Doug Knight, eds., (Calgary: Detselig Enterprises Ltd., 1993), p. 128.

2. For more information about school councils operating in Canada see Maude Barlow and Heather-Jane Robertson, *Class Warfare: The Assault on Canada's Schools*, (Toronto: Key Porter Book Ltd., 1994), pp. 228-231. Since Bills 104 and 160 were introduced in Ontario, some parents have been less than satisfied with the idea of school councils. It is felt that they do not reflect the reality of the parents' lives. It is noted that parents want accountability in the educational system but many feel that they are too busy to participate in a meaningful way. Anne O'Connell and Fraser Valentine, *Centralizing Power, Decentralizing Blame: What Ontarians say about Educational Reform*, (Toronto: Caledonian Institute of State Policy, 1998), p. 9.

3. "Establishing School Advisory Councils: New Roles and Responsibilities to Support Student Success," *School Council Handbook Series*, (Nova Scotia Department of Education and Culture, 1995), p. 3.

4. For more information on school councils in Nova Scotia and particular pilot projects, such as the E. B. Chandler Junior High School Council, the Ecole Petit de Grat

Council, and the Digby Neck Consolidated School Council, please see *Education Nova Scotia*, Vol. XXVI, No. 4, 29 April 1996 or contact the Nova Scotia Department of Education.

5. *Restructuring Nova Scotia's Education System: Preparing all Students for a Lifetime of Learning*, pp. 14-16. See also Strait Regional School Board, Nova Scotia brochure entitled «Distance Education: Opportunities through Virtual High School.» or visit the SRSB website at: http://mulgrave.ednet.ns.ca/disted/index.htm

6. The Whycocomagh School in Inverness County, Nova Scotia has successfully integrated environmental themes into their Grades Primary-12 curriculum. The program was developed in 1992 and has gone beyond the boundaries of a multi-disciplinary study program to become a permanent enhancement in the curriculum of the school.

7. *Focus 2000, Business-Education Partnerships: Your Planning Process Guide*, (The Canadian Chamber of Commerce, 1990), p. 21.

8. *The Atlantic Framework for Essential Graduation Learning in Schools*, (Atlantic Provinces Education Foundation), p. 5.

9. *Atlantic Provinces Education Foundation*, www.apef-fepa.

10. *Education Initiatives for Atlantic Canada*, (Atlantic Provinces Education Foundation, 1996), pp. 5-6.

Chapter 3

1. Helen Raham, "Revitalizing Public Education in Canada: The Potential of Choice and Charter Schools." *Fraser Forum* (August, 1996), p. 3.

2. Joe Nathan, *Charter Schools: Creating Hope and Opportunity for American Education*. (San Francisco: Jossey-Bass Publishers, 1997), pp. 1-5.

3. *Charter School Handbook*, (Alberta Education, 1995), pp. 1-2.

4. Raham, *Op. Cit., p. 5; and Fraser Forum*, Pp. 5; and Claudia Wallis, "A Class of their Own," *Time* (31 October 1994), pp. 43-46.

5. www.goecities.com

6. *What is a Charter School?* Alberta Education, http://ednet.edc.gov.ab.ca/search/

7. *The Charter School Handbook*, p. 9.

8. www.geocities.com/Athens/7192/charter.html

9. Section 24.1 (1): A person or society may apply to the board or the Minister for the establishment of a charter school to be operated by a society incorporated under the Societies Act, a company registered under part 9 of the Companies Act, or a provincial corporation as defined in the Financial Administration Act. *Alberta School Act*, Alberta Education (1994), p. 29.

10. *Key Concepts for Charter Schools* and *What is a Charter School?* Alberta Education, http://ednet.edc.gov.ab.ca/search/

11. Raham, *Op. Cit.*, p. 4 and www.geocities.com/Athens/7192/charter.html

12. Raham, *Op. Cit.*

13. *Charter School Handbook*, pp. 14-15.

14. Describing the Washington Charter School in Palm Beach. See www.geocities.com Also, it is noted that charter schools offer professional and entrepreneurial opportunities as well as the chance to be involved with school policy-making and planning. Teachers are more like owners or partners in charter schools; therefore the question of bargaining does not arise. They share the responsibility of setting school goals and organizational and development plans. All of this ensures a high degree of teacher 'ownership'. See Gregg Vanourek, *et al*, "Charter Schools As Seen By Those Who Know Them Best: Students, Teachers, and Parents," *Charter Schools in Action: A Hudson Institute Project* (Washington, June 1997), p. 7.

15. *The Charter School Handbook*, pp. 3 and 13.

16. www.geocities.com

17. See Appendix A for a full list of Alberta charter schools complete with addresses, grade levels and specialization.

18. Raham, *Op. Cit.*, p. 6.

19. Canadian Federation of Teachers, *Ten Charter School Myths* (Ottawa: March 1997).

20. Http://ednet.edc.gov.ab.ca/news/1998nr/june98/backgrderchar terschools.htm

21. For more information about how to start a charter school, please refer to the *Charter School Handbook*, the Alberta Education web page, and Joe Nathan's book, *Charter Schools: Creating Hope and Opportunity* (there is an entire chapter dedicated to starting charter schools). Also, check with your local library to see how related literature could be obtained.

22. Ronald E. Koetzsch, *The Parent's Guide to Alternatives in Education* (Shambhala Publications, Inc., 1997).

23. Jennifer Bell; Beth Nowers, *The Good School Book, A Guide To Private Education in Canada* (Key Porter Book Ltd.,1993), p. 12.

24. Koetzsch, *Op. Cit.*

25. Koetzsch, *The Parent's Guide to Alternatives in Education*, p. 15.

26. *Ibid.*

27. Ronald E. Koetzsch, "Waldorf Education: Schooling the head, hands and heart." *Waldorf Education* [Published as an Utne Reader Reprint in 1991 and later udated to an enlarged pamphlet version].

28. Samuel L. Blumenfeld, *Homeschooling: A Parent's Guide To Teaching Children* (Carol Publishing Group, 1997), p. 10.

29. D. J. A. Harrison Pollock, *The Right Hand of Fellowship: Home Education in Nova Scotia and Ideological Change* (St. Mary's University, 1994).

30. Donn Reed, *The Home School Source Book* (1994), p. 31.

31. *Ibid*

32. S. Goodchild and V. Bragg, "Issues and impact of the Education Reform Act on the education system of England and Wales," paper presented at the 5th Annual Conference of the International Congress for School Effectiveness and Improvement, Victoria, Canada (1992).

33. Ken Rae, "Te Huntinga o to Harakeke (The Plucking of the Flaxbush): Five impacts on New Zealand's schools in 1993 from ongoing restructuring and management of education." Paper presented at the 7th Annual Conference of the International Congress for School Effectiveness and improvement, Melbourne, Australia (January 1994)

34. Tony Townsend, "The Circle Approach to Educational Decision-Making: The Government Rationale for Changes in Education," *Journal of Canadian Association of Community Education*, Number 5 (May 1994), www.nald.ca/cace/journal/journal1.htm

35. Judy Codding, "Systemic reform: A case study on restructuring one American public high school. Keynote presentation at the 7th Annual Conference of the International Congress for School Effectiveness and improvement, Melborne, Australia (January 1994).

36. National Center for Policy Analysis: Idea House, www.ncpa.org/pi/edu/oct98u.html

37. Townsend, *Op. Cit.*

Chapter 4

1. In September, 1999 the Auditor General of Nova Scotia ruled that the first four schools built under the P3 arrangement do in fact add to the provincial debt. An additional thirty-two schools had been approved for P3 construction, and as of December, 1999 the Auditor General hadn't determined whether these schools would similarly add to the provincial debt.

2. Heather-Jane Robertson, *No More Teachers, No More Books, The Commercialization of Canada's Schools*, McClelland & Stewart, Toronto, 1998.

3. Neil Postman, *The End of Education, Redefining the Value of School*, Alfred A. Knopf, New York, 1995.

4. John Taylor Gatto, *Dumbing Us Down, The Hidden Curriculum of Compulsory Schooling*, New Society Publishers, Gabriola Island, B.C., 1992.

5. John P. Kretzmann and John L. McKnight, *Building Communities From the Inside-Out, A Path Towards Finding and Mobilizing a Community's Assets*, Northwestern University, Illinois, ACTA Publications, Chicago, 1993, p. 5.

6. *Ibid*, pp. 8-10 & 210-223.

7. For more detail see Margaree Education Coalition document, *History of the Fight for Community-Based Education in Margaree*, 1998. (All MEC documents footnoted can be accessed on the New Learning website: www.newlearning.ca.)

8. Study Committee on the Permanent Closure of Margaree Forks District High document, Presentation to the Inverness District School Board, December 12, 1995.

9. Margaree Education Coalition document, *Kitchen Forum Report*, March, 1996.

10. Margaree Education Coalition documents, *Forum II*, May & June, 1996.

11. The Strait Regional School Board, *The Future is Now!!* (May 1996).

12. Margaree Education Coalition documents, *1997 Newsletters*, 1997.

13. Margaree Education Coalition document, *Draft Proposal Outline, Strategy for Education in Margaree*, June 1997.

14. Margaree Education Coalition document, *Summary of Minutes from Forum III Meetings*, June 1997.

15. Moses M. Coady, *Masters of Their Own Destiny*, Harper & Row, New York, 1939, pup 43-44. Lot, Jim and M.R. Weston, *Father Jimmy, Life and Times of Jimmy Tompkins*, Breton Books, Cape Breton Island, 1997, p 78.

16. M.E. Deforest, "Civil Disobedience: Its Nature and Role in the American Legal Landscape" (1998) 33(3) Gonzaga Law Review, pp.653-668.

17. Jim Fanning, *Rural School Consolidation and Student Learning*, ERIC Digest No. EDO-RC-95-4, August 1995. Fanning states that amalgamation does not result in greater achievement among students. Privatization of buildings was challenged through protests in Pictou, Judique and Margaree, Nova Scotia against Private-Public-Partnerships (P3) for new school construction, March 1999.
Maude Barlow and H-J Robertson, *Class Warfare, The Assault on Canada's Schools*, Key Porter Books, Toronto, 1994, p 79. Barlow and Robertson expose the corporate agenda in free school curriculum.
Gatto, *Op. Cit.*, pp 81-89. Gatto claims that movement toward regional and national programs and testing will only promote what he calls "the school disease.".
Robertson, H-J., 1998, *Op. Cit.*, p. 136. Robertson points out a growing criticism of high technology in schools, calling it "silicon snake oil" for those enamoured with high-tech solutions to education problems.

18. J.T. Gatto, 1992, *Op. Cit.*, p 97.

19. A.F. Laidlaw, *The Man From Margaree, Writings and Speeches of M.M. Coady*, McClelland and Stewart, Toronto, 1971, p 142.

20. Wendell Berry, *Sex, Economy, Freedom and Community*, Pantheon Books, New York, 1993, p 120.

Chapter 5

1. Agreement between the Minister of Education of the Province of Nova Scotia and the Nova Scotia Teachers Union (Teachers' Provincial Agreement), 1994.

Appendix B

1. The information on the Minister's office and the Department of Education was taken in part from the Department's website (www.EDnet.ns.ca) and in part through conversations with the Policy Branch of the Department of Education.

2. For a description see "Department Heads" in the *Regulations Under the Education Act*, (Nova Scotia Department of Education and Culture, June 1997), p. 6.

3. The Education Act, Chapter 1 of the Acts of 1995-96, Nova Scotia Department of Education and Culture, Halifax, January 1996.

4. Agreement between the Minister of Education of the Province of Nova Scotia and the Nova Scotia Teachers Union (Teachers' Provincial Agreement), 1994.

5. For detailed information see pages B-4 - B-14 in the Public School Programs, Nova Scotia Department of Education.

6. *Education Initiatives for Atlantic Canada*, (Atlantic Provinces Education Foundation, 1996), p. 39.

7. Reports of the Education Funding Review Work Group, Nova Scotia Department of Education, February 1998 and April 1999.

THE NEW LEARNING GUIDE
EDUCATION OPPORTUNITIES, ALTERNATIVES AND ENHANCEMENTS FOR MARITIME COMMUNITIES

The NEW LEARNING Guide is a catalog of basic information useful to individuals, communities and governments wishing to improve education. The guide is divided into 5 Chapters which work together to provide readers with the tools to understand public education systems in the Maritimes, the range of alternative systems available, and strategies for building awareness, getting organized, forming alliances and advocating for change.

Chapter 1: What is New Learning?
Chapter 2: Opportunities for Improvements and Enhancements Within Public School Systems in the Maritimes
Chapter 3: New Learning Alternatives
Chapter 4: Community Development and Advocacy
Chapter 5: The Community Operated Public School

NEW LEARNING is available on the World Wide Web. On the Web Site readers have the opportunity to link to other sites concerned with the improvement of education, to express opinion on the NEW LEARNING Project, and to present new information.

Visit the Website at www.newlearning.ns.ca

NEW LEARNING is a project of the Margaree Education Coalition. A copy of this Reference Manual can be obtained by contacting:

Margaree Education Coalition
PO Box 623
Margaree Forks
Inverness County
Nova Scotia
Canada B0E 2H0

The Margaree Education Coalition (MEC) is a registered charity whose overall goal is to preserve and enhance community based education. In its decade long struggle to protect Primary to Grade 12 education within the Margaree Community, MEC realized the need for easily accessible information to guide individuals and communities in their efforts to improve education. NEW LEARNING is an initial response to meet this need. MEC encourages others to use, reproduce and expand this information.

ISBN 0-9686606-0-6